

# THE SCHOOL JOURNAL

*The National Representative Organ of Progressive Education*

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST BY

THE SCHOOL JOURNAL PUB. CO., Inc.

31-33 East 27th Street

New York City

W. E. CHANCELLOR, PRESIDENT

W. J. CARSON, GEN. MANAGER

Entered as Second Class Matter at New York, N. Y., Post Office.

<p>\$1.25 PER YEAR IN ADVANCE 15 CENTS PER COPY</p> <p>Canadian Subscription, \$1.45 per year, 20c. per copy, including postage.</p> <p>Foreign Subscription, \$1.55 per year, 30c. per copy, including postage.</p>	<p>Founded 1874</p>	<p>Subscriptions may be sent to the Publisher, or will be received by all Booksellers and Newsdealers. Remit by express, draft, money order, or registered letter. Foreign subscriptions should be sent by money order payable to THE SCHOOL JOURNAL PUB. Co., Inc.</p>
--	-------------------------	---

VOLUME LXXXI

DECEMBER, 1913

NUMBER 2

## CONTENTS OF THIS ISSUE

	PAGE
EDITORIAL . . . . .	37
NEW YORK CITY SCHOOL POLITICS . . . . .	39
POINT OF VIEW . . . . . <i>Welland Hendrick</i>	40
WEST TECHNICAL HIGH SCHOOL OF CLEVELAND <i>R. L. Short</i> . . . . .	42
ADJUSTING THE NORMAL SCHOOL GRADUATE TO A CITY SYSTEM . . . . . <i>Frances Jenkins</i>	44
VOCATIONAL TRAINING IN VILLAGE SCHOOLS . . . . . <i>John G. Wight</i>	47
CRUX DIFFICULTATIS . . . . . <i>L. E. Wolfe</i>	50
PUBLIC AFFAIRS . . . . .	52
WHEN TWO ARE NOT A PAIR . . . . . <i>William E. Chancellor</i>	56
THE WHAT AND THE HOW . . . . . <i>A. G. Keller</i>	58
MY DIARY . . . . . <i>Mary Warwick</i>	59
EN ROUTE . . . . . <i>Montanye Perry</i>	64
CURRENT EDUCATIONAL LITERATURE . . . . .	67
BOOK REVIEWS . . . . .	68
WHAT IS A SCHOOL GRADE . . . . .	76

## NERVOUSNESS AND EXHAUSTION

When weary and languid, when the energies flag and you are completely exhausted and worn out, there is nothing so refreshing and invigorating as

## HORSFORD'S ACID PHOSPHATE

(Non-Alcoholic.)

It is especially recommended for the relief of depression that accompanies exhaustion and nervousness and to strengthen and clear the brain that has become tired and confused by overwork or worry.

**An Ideal Remedy in Nervous Disorders.**

WRITE FOR SAMPLE

**MASTERSCHAF**  
BOSTON U.S.A.

**IN TEN WEEKS**

**LANGUAGES MASTERED**

French  
Spanish  
Italian  
German

## NEW YORK UNIVERSITY INTRODUCES ISAAC PITMAN SHORTHAND

It is interesting to note that the School of Commerce of the New York University has introduced a course in shorthand, using the Isaac Pitman textbooks in this connection. This school has become well known throughout New York and the East as one of the most practical and up-to-date in the country, and it is already offering a wide range of courses, including Principles of Accounting, Auditing, Commercial Geography, etc.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

**ISAAC PITMAN & SONS**

2 West Forty-Fifth Street New York

### News Items

Some Virginians who have had sufficient influence at least to control the editorial columns of the Danville, Virginia, Register think that compulsory education would be a mistake, first, because the schools are so good that they are already overcrowded, and, second, because if any more school accommodations are to be added, a special school tax must be levied. "If the light that is in them be darkness, how great is that darkness!"

Over in Iowa a school superintendent has just lost his job because he met the president of the board upon the street, was given an order and immediately executed it. Then the board held a meeting, repudiated the order and requested the superintendent to give up his contract and depart. Pleasant place this little town in Iowa must be for a school superintendent.

Harvard finds that its examinations for candidates for admission are growing harder and harder. In 1906 six per cent failed, in 1912 twelve per cent. The Harvard authorities say that the examinations are not growing harder, but the high-school and academy people point to the figures. Harvard replies that the secondary schools are growing weaker and the students spend less and less time upon study. Radical reforms are evidently needed; one of those reforms is the introduction of oral tests for college entrance, as every physiopsychologist knows. But what is modern science to any educational traditionalist?

During the third week of November the county superintendents of Alabama held a State conference.

Ohio took one day in the middle of November when every board of education was requested by the governor to meet and consider the questions of the school survey. That was an epochal day for Ohio.

Upon November 21 a meeting was held in Philadelphia to organize for the State of Pennsylvania a central bureau of educational extension.

Upon November 17 a Latin-American conference of four days began at Clark University, Worcester, Mass. The speakers included diplomats, historians, naval officers, authors, scientists, journalists, editors and educators.

During the last week of November the third annual conference of Compulsory Education Officials was held at St. Louis.

Conferences everywhere. Another was that of college teachers of journalism at Madison, Wisconsin, during the Thanksgiving holidays. Only a few years ago no one believed that journalism could be taught.

# Pears'

Soap, like books, should be chosen with discretion. Both are capable of infinite harm.

The selection of Pears' is a perfect choice and a safeguard against soap evils.

Matchless for the complexion.

Beginning with the January issue, The School Journal will publish a series of articles by W. E. Chancellor on Pedagogy. The treatment will be based upon Herbartian principles in the light of modern psychology according to G. Stanley Hall. This systematic treatise will be of practical value to all supervisors and class teachers.



**Keeping Books and Papers Clean.**

### Bushnell's "Paperoid" Wallets

enable your students to keep bookkeeping and other school papers in the best possible condition, so that they are a credit to you and your school.

Special prices to schools that sell supplies to students. Name of your school printed on wallets if desired. Send for samples stating quantity and sizes you might use.

**Alvah Bushnell Company**

School Department

942 Market Street

Philadelphia, Pa.

# The School Journal

DECEMBER, 1913

WILLIAM E. CHANCELLOR  
Editor

MONTANYE PERRY  
Contributing Editor

WELLAND HENDRICK  
Managing Editor

## Owned Members of Boards of Education

A city that shall be nameless here has a board member who has recently explained his votes by saying that the labor organization of which he is a member ordered him to do so and, therefore, he voted accordingly, though contrary to his own judgment. Here is a state of things. But we wonder how many members of boards of education vote according to conscience and how many according to instructions from some one else. Of course, this is simply an ordinary situation of human nature's own making. The peculiarity of the case before us is the open confession. The self-directing individual mind is rare anyway.

**Entire Time or None** In Virginia, the state board of education appoints the county superintendents of schools. Recently many changes have been made in the county superintendencies in order to secure the services of men who will give their entire time to the office. This is a new standard not only for Virginia, but also for many other states for county superintendents. It means that the office shall be non-political in its business even if, in some states, it must remain political in the selection of its incumbents. Virginia is debating seriously the questions of the mode of selection of county superintendents and of the composition of the state board of education.

## Economy of Time in Education

The N. E. A. Committee on Economy of Time in Education, President James H. Baker, chairman, has made an exhaustive report whose two main features are, (1) to cut the period of the elementary school to six years, saving thereby two, or in some cities three years; and (2) to run the high school for four years, in which the average pupils shall be from twelve to sixteen years of age. The committee suggests that city high schools then offer two more years of work of college grade, leaving the college to offer two years more instruction to the graduates of such schools. It suggests that the college might assume for the graduates of small four-year high schools instruction for two years prior to the standard course. Upon this basis, the average student would get his college diploma at twenty years of age rather than at twenty-two as now. We make no doubt that this report lies in the path of future educational development in our country. Kansas City has prospered upon a seven-year elementary course. Philadelphia has the six-year high school. These are the forerunners of what will become conventional practice.

## The Princeton Graduate School

The sometimes silly enterprises undertaken for thesis work in graduate courses in our American universities and also abroad have afforded recently an interesting, though academic, theme to many newspapers and to many conversations. This discussion has come about through the opening of the three-million-dollar graduate school of Princeton University. To such professors of social psychology, sociology, philosophy, education and other so-called "sciences of things in general" as occasionally are at a loss to find a suitable theme for some able student who desires a degree as doctor of philosophy, we suggest "The mental state that leads to the assignment by professors and the acceptance by students of inane research and thesis work." We could cite many examples of such themes. Let a few suffice, "The floral epithets in Chaucer," "Numbers of words per sentence in English authors," "Cost of municipal government in mediæval Siena." We cannot afford space to print more of the lucubrations by title of those whom Dean West of the graduate school so perfectly styles "the persistently illiterate"; but we ardently sympathize with the bitter wit who expressed a fear that "the main purpose of the Ph.D. is to help a man succeed who could not make good on a B. A." The purpose of the new graduate school is to get together in one hall and in one dormitory a small company of approved bachelors of arts who can take three or four years to study special matters of importance beyond the capabilities of undergraduate minds. It is a fine and most approvable program.

## Ending the Abuses of the Ph.D.

As matters stand now, no one knows what the degree of doctor of philosophy means. This is not to say that when awarded in course it does not represent at least two years of postgraduate residence study and usually three or even more, but to say that several abuses have grown up. Of these the first is that too often it has been awarded to men of mediocre ability and performance. Whatever we may say of the degree of bachelor of arts awarded *rite* but no more, all persons who have a genuine interest in graduate studies are likely to agree that the highest graduate degrees in course should all be awards of honorable distinction and certificates of safety to the public. The degree of Ph.D. used legally by a man of no real ability lowers its dignity and endangers the public, which is as easily misled by the glamour of academic honors as by any other brilliant lure. The second abuse

is its award for alleged research work with thesis upon a theme of no importance to the welfare of mankind or to the progress of culture in itself. The third abuse is the award of the doctorate of philosophy in a field in no proper sense philosophical. It may be objected that this subject belongs to the universities as such and interference from outside is highly reprehensible. Such an objection is both undemocratic and futile. It is undemocratic in that the very essence of democracy is the conduct that asserts that absolutely every human interest has an acid test: Is it beneficial to mankind? We have no lords of privilege, not even university dons. It is futile in that all history displays the perishing of things false. Sometimes the thing false perishes because it is self-destructive; sometimes because it is seen to be absurd and ridiculous; sometimes because it is baneful and invites attack. The abuses of the Ph.D. fall under the second head; they are essentially subjects of an all-corroding laughter.

#### Woman Wins the Human Right

Judge Samuel Seabury, of the New York supreme court, has decided that a married woman teacher cannot be removed from the schools of the city of New York because she took leave of absence in order to bear a child. And Mrs. Bridget C. Peixotto is restored to the position from which she had been removed by the progressive board of education. The judge asserts that since the court of appeals has ruled that a woman who marries does not thereby resign and cannot be removed, child-bearing, the natural and desirable result of marriage, is not ground for removal. This triumph of common sense affects at present only fifteen of the fifteen thousand women in the service of the schools of New York city; but a principle of human importance has been established. Of course, even in New York most women who marry prefer to resign; and marriage is not common among city school teachers. Frequently it is asked why some women marry men who cannot support them handsomely. We do not know. But we do know that in cities the luck of life is such that many meritorious husbands unexpectedly lose what had seemed excellent positions or are incapacitated from labor by accident or disease.

#### Into the Front Rank

Some of the best citizens of Kansas City, Missouri, have undertaken a movement designed, so they say, "to bring the city into the front rank in education." This plan is stated in such unusual language that we cannot refrain from comment. The whole announcement is indeed so modest and so sincere that we would like to print it in full in order to sustain our comment. But let no man in Kansas City suppose for a moment that it has ever been far from the front rank. That is a pretty hard thing to measure anyway; but we who have visited many schools, including those of Kansas City, are quite assured that if front rank means "better than most" for more than a generation the people of that city have had no cause to worry. Those who feel that perhaps the schools of St.

Louis are a shade better should remember that their rival has about the best school system in America. If some good angel should come to us and say, "Here are ten cities and according to lot your own children shall be educated where the lot falls—Brookline, Newton, Springfield, New York, East Orange, Indianapolis, St. Louis, Boise, Los Angeles, Kansas City," we should reply, "Let the lot fall. We do not care. For all practical purposes one such city is as good as any other." And we might name twenty more "nearly as good." There are two things to be remembered: It makes some differences, even in these thirty cities, to just which school the children go; and the atmosphere of the city itself must be regarded by all thoughtful parents. The social atmosphere of Kansas City is a blessing in itself, as this modest disclaimer of perfection bears eloquent and pleasing witness.

#### Right, Though All Mixed As to Terms

Our most distinguished secretary of state, in a recent speech, warned his hearers to "pay less attention to the training of the head and more attention to the training of the heart." And now comes a judge in Louisiana, who, when rendering an opinion upon the Bible in the public schools, said, "the importance of moral instruction in the public schools is as great as the necessity of mental training, for character, and not mind, is the basis of true manhood and good citizenship." We get him; at least, we reach for him. But is it not interesting to observe how little even very learned men know outside of their own fields? It suggests an incident at the dining table at a summer hotel. A big man, who was a preacher, observed orotundly, "I have a soul just as surely as I have a mind and as I have a heart and as I have a body." Whereupon a wit asked him, "But what is your 'I' that has so many valuable possessions? Perhaps we could do some trading to mutual advantage. Introduce me to your 'I,' please."

The judge put the Bible back into the school.

#### Cabinet Rank for the Head of a Department of Education

For some years to come we must expect to continue to hear impassioned arguments for making the bureau of education a full department of cabinet rank. Those who know the workings of the minds of the last three presidents, and especially of the mind of Woodrow Wilson, know that already there has begun a differentiation of the secretaries into two groups, the political and the non-political. Only the former now meet in frequent council to discuss the greater questions of national policy. The political secretaryships are State, Treasury, War, Navy, Interior, Justice and Post-office. The non-political are Agriculture, Commerce and Labor. In a sense, already, these have not in practice full cabinet rank. To these before long the Interior and Post-office will be added. Then the remaining five will be the executive committee, as it were, of the administration. Under such circumstances, the only advantage of making education of nominal cabinet rank would be to secure a better salary for its head. That we favor. Twelve thousand dollars a year is none too



large a salary for the head of the national Bureau or Division or, if one pleases, Department of Education. Then we might have, no matter what party wins, a permanent commissioner or secretary of education.

#### Proper Limits of School Buildings and Grounds

An architects' commission has made a report recently to the Baltimore board of education in which two propositions are submitted and defended. First, school buildings should not exceed twenty-four classrooms. Better build two schoolhouses than go above that number. Second, school grounds should never fail of a plot containing at least seventy thousand square feet, or one and two-thirds acres. There is much to be said in favor of this maximum for schoolrooms and of this minimum for school grounds. We have perhaps accustomed ourselves to false ideas. We have never allowed school buildings without elevators to go above three stories, and have made two stories standard. We are enforcing unilateral light. Perhaps we can persuade ourselves to these two additional requirements. It is all a question of the effective public sanction of ideals.

#### NEW YORK CITY SCHOOL POLITICS

November saw important changes in the New York educational situation that are of interest to educators everywhere and accordingly invite our comment. The city is so vast that one sees as with a compound microscope the forces and ideas in public collision that in villages and smaller cities escape attention from the smallness of the fields under view. Yet the principles are the same everywhere.

These important changes are the results, in a sense only the incidental results or by-products, of the election of a mayor and of many other city officers. Because the board of education is constituted by mayoralty appointment the welfare of the schools is never either the direct or the paramount issue. The direct and paramount issue in New York was the continuance of Tammany Hall in power. But Tammany was not in control of the schools, and figures only indirectly in the educational result. The Fusion forces carried the city by three-fifths of the total vote.

It happened, however, that the candidates both of Tammany Hall and of the Fusionists were Democrats; and that the recalcitrant Tammany mayor, the late William J. Gaynor, had been succeeded a few weeks before election by a Republican in that office. The terms of some nine board members were to expire before the new mayor, a Fusion Democrat, came into office.

In the course of the nearly four years of service of Judge Gaynor as mayor he had reconstituted the board of education so that the so-called "progressives" secured control by a large majority. They elected as the new board president a lawyer who had taught for several years as a public evening school instructor, and who, not being overburdened with a large and lucrative law practice, proceeded to devote much of his time daily to what he con-

ceived to be the duties of this fascinating office of board president.

It happens also that the board of education in the city of New York has rather restricted powers. It cannot levy taxes, nor issue bonds. It spends only what is granted to it by the city board of estimate and for the specific purposes determined by that board. Upon the other side, the powers belonging, for example, to such boards as those of Cleveland and St. Louis, the making of courses of study and the appointment of teachers, the New York City board is again restricted by definite charter grants of power to the board of school superintendents, whose chairman is the city superintendent and by similar grants to the board of school examiners, of which also the chairman is the city superintendent.

An active board of education president must have things to do. In such a situation there was little for such a man to do in respect to financial affairs; naturally he would turn to the educational affairs and seek to shear the boards of examiners and of school superintendents of some of their powers.

It might appear to educators that the merit of such a contest would rest wholly with the schoolmen. Here, however, another factor appears in the situation. The schoolmen have never been able to get, through the mediation of the board of education, from the city board of estimate all the funds desired for educational development according to changing social needs. It might, perhaps, seem that a city that spends \$34,000,000 a year upon its schools has ample revenues for every need. But the vast total is distributed to another vast total, the immense array of school children and youth, some 800,000 in number. And the city grows 150,000 in population every year, requiring more than 400 new classrooms every year. This does not count the annual average replacement of old school buildings from the wear and tear of time.

It was, therefore, easy to charge the schoolmen with being unprogressive and almost as easy *prima facie* to prove it. "Too little individualization," "too little vocationalizing," "too little scientific management," "too much uniformity," "too much scholasticism," "too much routinism" became the slogans of the progressives. And there has been a deal of truth in these complaints. The main trouble was that the fault was placed upon those not really responsible.

Inevitably, with human nature what it is, the contest in common opinion narrowed down to the foremost persons, the city superintendent and the board president, whose term was to expire at this season. To the supporters of the city superintendent, it appeared that the board president was trying to become, as it were, a supersuperintendent; and to the supporters of the board president, it appeared that the city superintendent was trying to resist that progressive adjustment to social need which was requisite. By the date when the new mayor must decide whether or not to reappoint the progressives, including the board president, one side asserted and the other admitted that, were the progressives continued in office, they would, as soon as

(Continued on page 49)

## THE POINT OF VIEW

### The McPhearsons

Mrs. Ezra McPhearson wears union suits; Mr. Ezra does not. Mrs. Ezra has labored long to convert Mr. Mac to her ideas on the subject. She has argued with him on the grounds of utility and expense; she has coyly and at times uncoily used her efforts to get the nominal head of the house to give the unified system of internal habiliments at least a temporary trial; but that gentleman, perhaps because he is not altogether a nominal executive, will not for a season be untrue to his states-rights doctrine of sartorial confederation.

All this while Mr. McPhearson, who has given up coffee-drinking on the supposition that it is the source of certain ailments, is arguing with his wife, who still takes her coffee regular and strong, to join him in total abstinence. Mrs. McPhearson is not yet a convert; she even tries to make her husband think that he is the worse for foregoing the invigorating cup and urges him to join her in potatoes.

### Autobiographical

I recall the ancient days when the pneumatic tire arrived and the bicycle fever possessed the land. McPhearson was one of the first to scrape together a hundred and fifty dollars and invest. He rode about with the easy air of a lord. He was authority on everything about the wheel. But when I trailed along and bought a wheel, I disregarded Mac's advice and joined the other sect of bicyclists. There were two grand divisions, you recall, of the bicycling enthusiasts, the inner-tubers and the single-tirers. I put the weight of my influence and flesh on a single tire; and McPhearson was much aggrieved that I did not accept the tenets of his pneumatic cult. He predicted disaster.

My memory goes further back to boyhood days, when the sewing machine was more of a novelty than now; and I recall arguing hotly over the transcendent merits of my mother's machine against a neighbor's boy whose mother owned the product of a rival invention. That neighboring family didn't belong to our church either; but that fact seemed to rest more lightly on my fervid mind than did their mechanical heresy.

### Well, What of It?

These are humble incidents in the life of the human race—a race of unmitigated proselyters. In all this struggling tug of reform the fact stands out that one of the impelling motions of our actions is the consuming ambition to make others think as we think, act as we act. Of course, we do not look at our motives from that point of view; we suppose that our efforts are toward getting others to do right.

But what is right?

What we ourselves do.

It is when we get away from matters of the commonplace, from mere food and clothing and into the more intricate realm of politics, education and religion that we note the fierceness of this proselytism. But the spirit of it all is much the same.

"I would to God, that not only thou, but also all that hear me this day, were both almost, and altogether such as I am," was the aspiration of a great proselyter. That is the idea exactly, taking a little wider meaning than the speaker intended. I want you to be as I am. That adds to my reputation. I lead, the masses follow; or at least I am in the great drift of sentiment; then I swell with satisfaction. Every recruit adds to my glory.

There may, at first thought, be some doubt of the connection between the trivial discussions of the McPhearsons and the great questions of human thought. There is the closest possible connection. Theories of religion and politics get their practical import in some little phase of daily life. Between the motives that cause men to change from a narrow-brimmed hat to a broad brim, that cause women to discard a full skirt for a scant skirt, and the motives that lead to changing beliefs in religion and sociology there is intimate connection.

### Northern Lights

Here are Stefansson's revelations for illustration. Stefansson has dug into the stone age and brought out facts for the edification of those who have passed through the age of iron and steel. To the edge of these undiscovered people the missionaries went before him. He gives us the result.

Not satisfactory is his verdict.

Curiously enough the first effect upon the Eskimos was in dress. No, not curious at all, when we think about it. The first effect of a change of religious belief everywhere, China, India, Africa, is seen in dress. For some of the converted that is about the only change.

Well, the converted Eskimos, says Stefansson, must needs change warm furs for modish, chilly cottons; they must grow ashamed of sitting naked in their huts and take to keeping on their clothes. Customs rooted in the needs of their peculiar situation are changed. The result: consumption; and consumption may be defined as the physical development of new aspirations unadjusted to old facts.

### Form Not Substance

Form swallows up content; method stands superior to results. The reformer is often engulfed by his formalism, because it is the overt act or appearance which shows allegiance to his doctrine and which adds to his glory. It is some form of organization degenerating into adherence to a word or

a deed that has first helped and then hindered every movement for the betterment of mankind.

All this happens because we would have those around us altogether such as we are, frequently not excepting these bonds, and because we fail to see good results, if the method of getting them tallies not with ours. One incentive to proselytism is love of kingship, whether the name be king, labor-leader or president of the ladies' aid. Ingenuous kings of old, big kings and little kings, bullying leaders of bands, were set upon making others do as they did. And the test was a form. The conquered one might mutter in his heart, but if he kissed the toe and said, long live the king, he might be spared. Alive, and doing not as he was wont but as the conqueror was wont, he was often more joy to the chief than a cadaver.

In the days of religious persecution it was the same. The inmost beliefs were beyond the revelation of any inquisitorial X-ray; but the mouth must profess and the hands wave incense in words and manner like unto the words and manner of the compeller. Nor will we of to-day abide any omission or variation of the form. Though it be that some mode of religion or government or social order other than ours makes people honest, clean and happy, verily we will not reckon that, nor rest until the forms of religion and of government are as ours are. The very fact that good comes from the ways of others will be our last confession.

The well-attested benefits of fast-spreading Mohammedanism in Africa are not good news to many Christians; and the fact that English and Germans, nominally monarchical, are outstripping us in democracy and in effective municipal management is ignored among the American worshippers of a written constitution.

### The Fanatic's Motive

In the days when the flesh of men was torn and burned to make them give formal adherence to a fantastic doctrine, the proselyting spirit showed up in gory hue. But not for a minute is it to be supposed that the religious intolerance of a past age is itself passed. Just slightly mitigated and changed in form. It crops out among vegetarians who would wipe out every slaughter-house in the land; among Sabbath observers who would hold the entire populace in the stale air of sunless rooms; among the inventors and users of the word *scab*.

The fierce animus of many of the temperance reformers, who will not stop with temperance but would on to intemperate prohibition, comes partly from the desire to make all men do as they do and to make it hot for them if they don't. There are those among them who will not burn alcohol lamps lest it be an admission that there is some good in the abominable fluid. The good of the race is the good that comes by doing exactly as we do.

### Hear the Conclusion

And this is the core of the whole matter: The reason why, if I eat no meat, if I worship a three-fold deity, if I follow the teaching of homeopathy, if I use a safety razor—the reason why I strive valiantly to make others do the same, to the extent of

ignoring the good in other forms of dietetics, religion, medicine and tonsorial practices, lies in rampant egotism. I am the center of my system, or I am near the center, or at least I am within the circle; and my importance grows as the circle fills with proselytes. I may talk of the good of the race; but the good I want is what the race gets after I have had my fill. The proselyting spirit gets its fiercest aid from all devouring selfishness. When the real good of all is my first desire, I little care by what form or circumstance it comes.

He who did the most toward getting humanity out of the sway of selfishness and headed toward the reign of altruism had little regard for the form in which the work was accomplished. One of his most enthusiastic students, finding a helper who followed not along in the company and after the forms of the teacher, was much put out thereby and forbade the heretical reformer to go on with his devil-casting. The proselyter above quoted, had he then been a proselyte, would probably have done the same.

"But Jesus said, 'Forbid him not.'"

### Postscript

Just in time for use as an appendix to these remarks comes the edict of William the Pointed. William deplors the tendency of the German officers to shave off their mustaches. "A real man wears a mustache," says William of the pointed one. In other words the most real man of the kaiser's knowledge wears one and has apparently paid a deal of attention to the cultivation thereof; so it becomes an index of reality and righteousness. "My children," the kaiser has in fact pleaded, "be as I am, even to the hirsute adornment which I have so faithfully twisted."

### Pilate is Answered

O. T. Corson discourses in the Ohio Educational Monthly of the ever fruitful theme of Pedagogue, with all due credit to A Joysome History of Education. He adds a valuable bit to our best specimens of the new pedagogic language in the shape of a definition of truth, and further certifies that the author still flourishes in an Ohio institution for the promulgation of five-dollar words and ten-cent ideas. This is the plain truth of the matter:—

Truth is that reflective function of reality by which in thinking minds the relations of the elements of experience to one another are so meant, so intended and so symbolized that the following out of these directions meant leads to further concrete experience or results that are in agreement with, consistent with or coherent with the intents or meanings themselves.

W. H.

In answer to requests to furnish news from cities that seldom figure in the columns of educational periodicals, we invite school officers everywhere to send to us items that they care to have us consider for publication or for comment. It is not, however, our policy to exploit personal records and achievements as such.

J. Brognard Betts, assistant state commissioner of education, of New Jersey, has given an opinion that "two miles is not an excessive distance for a child to walk to school, but the question cannot be determined by a hard and fast rule."



# THE WEST TECHNICAL HIGH SCHOOL OF CLEVELAND, OHIO

BY R. L. SHORT, PRINCIPAL

The differentiated high schools as introduced into the Cleveland system some five years ago gave great impetus in a new field of public education. Though within so short a time as half a decade such education as evidenced in technical and commercial schools was considered radical, this teaching of children how to live has now become an accepted factor in school systems. The teaching of pupils how to live is the really great problem of our schools. The method of solving the problem is experimental and as yet no two cities are solving it in the same manner. It will be many years before sufficient data is at hand to show comparative results of the various systems. Cleveland now has two high schools of commerce, two technical high schools and seven academic high schools. The enrollment in June, 1913, gives technical high schools 2,065, high schools of commerce 845, academic high schools 5511. In 1908 the enrollment in the academic high schools was 4,989, and no other high schools were in existence. This enrollment had been practically stationary for three years. (See table.)

Enrollment.	Academic.	Technical.	Commerce.
June, 1906	4,938	.....	.....
" 1907	5,059	.....	.....
" 1908	4,989	.....	.....
" 1909	4,787	729	.....
" 1910	4,436	1,103	458
" 1911	5,293	1,366	464
" 1912	5,326	1,780	752
" 1913	5,511	2,065	845

In the West Technical high school we have departed more widely from the beaten track than have most new schools. We have entirely discarded the manual training idea. Not that manual training isn't good, but it does not suit our purpose. Our aim is to so fit the boy for life that whenever he must leave school he is equipped with the greatest possible earning power. Our technical work the first year calls for pattern shop, foundry practice and pattern drawing. The advantages of pattern work over cabinet work are manifold. Our patterns are made from approved drawings and the patterns are parts of machines which the boys are to build. Just now some drill presses are going through the shops. There are seventy-five parts to this drill and each part at once becomes an exercise in drawing, pattern shop, foundry practice and machine shop.

1. The pattern maker must be accurate. The cabinet worker may often be out one-quarter of an inch and no one be the wiser; not so with the pattern maker. He must work to a fine degree of accuracy.

2. It is easier to teach the use of tools in soft wood than in hard wood.

3. There is motive in making a pattern from

which castings are to be made. We are not making exercises.

4. There is added interest in seeing the drawing, pattern and casting finally become a part of a machine.

5. The cost of materials in pattern work is less than in cabinet work.

We were told that such work was beyond the pupil who was just coming from the grades. However, no pattern is passed until it is fit to go to the foundry and our freshmen have made every casting used in our machine shops the past year for both day and night schools. The only cabinet work taught is one term of the second year. This is given only that the pupil may learn joinery. The boy makes one piece for himself, one for the school and all he wants to sell. In forge work we forge tools and machine parts. This work is closely correlated with the machine shop so that the boy machines up what he makes.



The technical work above outlined is required. After these requirements are met a wide range of electives is offered, in any one of which a pupil may spend twenty-five hours a week. Our boys prepare for electrical construction, armature work, storage battery work, garage work, chemists' assistants, all lines of drafting, machinists, pattern makers, molders, printers, gardeners, orchardists, cartoonists, designers.

Upon graduation such boys receive an initial salary of fifty to one hundred dollars a month. We are thoroughly equipped for the above work. Our plant is extensive, has twelve acres of ground—six acres of this ground is for athletics, three acres for agriculture and three acres for the building. In addition to the three acres in the garden there is a 120-foot greenhouse for winter work and our boys have charge of an orchard of one hundred and fifty trees.



Agriculture in a city high school is a unique and successful feature. One-third of the junior class has elected this subject. We work in connection with the state experiment station and have advantage of their help in methods, selection of seeds and plants and general supervision. The growers around Cleveland have interested themselves to the extent of offering their greenhouses for laboratory work in winter months.



Our outdoor activities and the physical exercise involved in technical lines added to the motive back of vocational education reduces the matter of discipline to a minimum. We would scarcely know how to act if more than one case of discipline a month should arise.

Our field is of great advantage. We have room to get every boy and girl into the game. Our aim is not for interscholastic leadership in athletics, but to see that every boy and girl has the chance to play. Added to the fresh air advantages of the field is the outdoor study hall, a delightful, beautiful room, and the outdoor gymnasium. In this gymnasium the instructors carry on the work when the weather is not propitious for field work.

We have spent \$100,000 on the equipment for the laboratories and shops. Such a school naturally attracts boys and holds them in school. We have two boys to one girl.

And what of the girl? During the first two years the girl is taught how to run a home and how to take care of herself. During her last two years she specializes in sewing, dressmaking, millinery, designing, cooking, catering, tea-room, restaurant work. Our restaurant is the domestic science laboratory. Such restaurant management, besides affording excellent practice work for the girls, serves the pupils with the very best of nutritious foods. Incidentally the girls are taught to cook in large quantities, to cook economically, to buy wisely, to figure costs, and the cost of the domestic science department is cut in half.

The pupil has a busy day: One hour of mathematics, one of English, one of science, two of shop, two of drawing, one of study and one for lunch. And the teacher is busy, too. These teachers average nine hours fourteen minutes in the building. The outside work is also heavy. To each teacher

are assigned some twenty-five to thirty boys. He is their adviser in all things and in order that he may administer wisely he visits every home, knows the parents, knows the boy's condition and ambition. This boy has the same adviser the entire four years he is in school and learns to look to this adviser for all things pertaining to school and vocational life.

Some twenty-five per cent of our pupils continue technical work in higher institutions, the remaining seventy-five per cent enter immediately into their respective fields of work. The West Technical school runs twelve months a year and from October until April is in continuous session from 8:30 a.m. until 9 p.m., two meals being served at the building. Day school closes at 3:30 and night school begins at that time. Working people who so desire may have a locker at the building, come to school direct from work, use the shower rooms, gymnasium and library, and obtain a good supper at cost.



Our night courses are unique. Night work is trade work but so planned that each pupil has major and minor subjects which are closely related. For example, a woman choosing elementary cooking for her major has four hours of cooking, two hours of food chemistry, one hour of dietetics and one of gymnasium per week. The seamstress has four hours of dressmaking, two hours of costume design, one hour of textiles and one of gymnasium. The machinist has four hours of machine shop, two hours of mechanical drawing, one hour of shop mathematics and one of gymnasium; and so on, some forty courses being offered.

Such is the day and night life of the West Technical. The plant is built and used to serve the community and in a large measure conforms to the present idea of a wider use of the schools.

In more than one city where it has been decided to give lectures in the schools upon sex hygiene, the school authorities have been asked to allow stenographers to be present in order that verbatim reports might be made in the public press. Even the dullest will perceive here a most unusual interest. School authorities are never besieged for such permission in the case of other lectures. But whether the motive be zeal for purity or the opposite, let each judge for one's self.

Home study by pupils of the grades in the Des Moines public schools has ceased. Superintendent Z. C. Thornburg has said that pupils need not take any books home.

# ADJUSTING THE NORMAL SCHOOL GRADUATE TO A CITY SYSTEM

BY FRANCES JENKINS

## Three Historical Stages

For a half-century, the normal schools have been sending their graduates into the schools of the land, and from the first it has been recognized that they are an inspiring force in the uplift of our educational system. Three stages in the recognition which they have received seem evident. At first, the normal graduate was welcomed as the herald of new methods, the advance agent of educational growth. Strong pioneer work was done by these early graduates. Their influence was felt in every school which showed strong growth during the sixties and seventies. Later arose a somewhat critical attitude. Such remarks as these were common: "A normal graduate is all right after she has forgotten what she learned at the normal school"; and "We leave the normal graduate alone until she finds that she does not know it all." Yet even at this second period the superior quality of teaching done by the normal graduate was admitted. The third stage is now with us. Recognizing that the normal graduate has a distinct contribution to make to the city system, yet that she has much to learn, the early years of the graduate's teaching life are appreciated as the period in which wise supervision may help the struggling young person to reach a maximum of efficiency with a minimum of struggle.

## The Problem of Adjustment

The city system that rests content in having its teachers realize no relationships to the system except to make reports and sign the payroll will not be burdened with this problem of adjustment. The system so organized and administered, however, that every member appreciates that he is recognized as a contributing factor finds this one of its greatest problems.

It is not enough to say to a young teacher, eager to give of the abundance she has gained, "Give us your riches"; ways must be found in which this giving may be done without ostentation or self-sufficiency. Neither is it enough to say, "We do things thus and so here"; rather must the young teacher find presented to her a reasonable basis for administrative details, which are generally considered such a burden. The adjustments discussed in this paper are those which are made in a small city of the middle west that is trying to help its teachers to grow professionally throughout their period of service.

The normal graduate is the highest type of inexperienced teacher who enters our city system. Personally, I am as willing to receive young teachers with no experience beyond the training school, as to wait until a year or two of experience has been gained in systems that lack idealism though they give practical training.

The placing of the young graduate in grade and school receives careful attention, the inspiration which she may receive and that which she may give both being factors to consider. As long as she remains in the force, transfers may be made to give her greater opportunities. In so far as a busy office can help in finding comfortable homes for teachers, this is done, and teachers are urged to live where conditions are favorable to good work and to good health. A series of meetings with new teachers is held to emphasize the salient features of the work in the system, to acquaint teachers with the various helps provided for them, and above all to bring about from the first a co-operative attitude between teachers and supervisors.

## School Visitation

A unique type of school visitation has been developed in our schools during the last four years. Based upon the critic lessons which have proven so helpful in our normal schools, it comes closer home to those participating in it because of the motivation underlying it. The intensity of the teaching struggle has begun. Every young teacher wishes to succeed in her work; to see successful teachers at work furnishes her with ideals, arouses an interest in the technic which accomplishes the results observed, and confirms her in many of her own practices. The teachers visited find in that fact professional recognition of their own superior work, a deeper insight into the subjects which they present, because of the careful preparation required, and the growth which comes from doing a piece of work exceptionally well.

As soon as our schools are well under way, usually early in October, a schedule is arranged whereby the new teachers and such experienced teachers as desire may visit the best work in the system in company with the supervisor of elementary grades.

A group of four or five meet at a given school, visit two classrooms, then spend an hour in discussion of the work seen. Another school is visited in the afternoon, and a discussion follows. Occasionally, the classes visited are dismissed so that their teachers may take part in the discussion. A brief report is sent in to the office during the next fortnight by each teacher who has visited in which are stated the most profitable observations of the visiting day. These are summarized, and the summary is distributed to all teachers interested, becoming a permanent contribution to our school records.

## Co-operative Supervision

The normal graduate responds most readily to the co-operative type of supervision. The attitude from the first is likely to be that of eager seeking to do what is required, of seizing all opportunities of-

ferred. Gradually individual differences assert themselves; and a decided difference in rate of adjustment appears. Despite these individual differences, however, certain strengths appear that must be the outcome of the normal training, certain weaknesses that offer opportunity for helpful supervision. Whether it would be possible for the normal schools to meet any or all of these weaknesses in their course of training is a debatable question. Already they do a remarkable work; and the student's power of assimilating new ideas is limited. It seems more reasonable to recognize that the period of training extends over the earlier years of actual teaching and must concern itself with those phases of the work which the normal schools have not time to reach.

In by far the majority of instances, the young graduate is able to plan her work intelligently, to break up the body of thought in the course of study into units of work that approximate the pupils' ability, to present lessons with a fair degree of clearness, and to study the aptitudes and interests of her pupils both in subject matter and discipline. That the normal schools have succeeded in doing this for their graduates seems matter for congratulation.

The weaknesses have been discovered through personal contact, through conferences of supervisory officers; in part, these reviews are based upon the annual reports of the teaching work made to the superintendent by the supervisors.

#### Various Weaknesses of Graduates

Perhaps, the first weakness is the lack of training in providing valuable seat work and study assignments and in holding a class to definite habits of study. This may be due to our general ignorance as to best methods of procedure or to the fact that student teachers have little opportunity to control the study periods of a class. Nothing sooner opens the way for the spirit of disorder, however; and supervision needs to concern itself from the first in seeing that the beginning teacher is helped in these important phases of the work. Our courses of study have helped much in meeting this problem; an exhibit of class work is kept in our school museum so that teachers may see what other classes do, and a new teacher is urged to observe assignments made by experienced teachers in her own building. A helpful display of seat work is often made in the corridor or office of a school building.

A second weakness is lack of knowledge of the psychology underlying drill and of the technic of handling drills. This leads to difficulty in securing specific results, so that the beginning teacher works vigorously at presenting lessons only to find her pupils failing to recall the points made. No one would wish to return to the old type of drill, with its lack of motivation, its failures to reach any meaningful end; but there is much to do in introducing drills that grow out of real needs and show the pupil his actual accomplishment. Fear of appearing to be a drillmaster may prevent the supervisor from giving adequate help here, but more may often be accomplished for the young

teacher by conducting a speedy drill lesson than in hours of conference. It is one of the places where example is better than precept.

A third weakness appears in the teaching of drawing and music. There is a question in the minds of our supervisors of drawing and music as to the reasons why normal graduates do not take higher rank in teaching those subjects. This may be due to the selection of pupils made by the normal school; it may be because teachers of those subjects in normal schools lack experience with public school drawing and music; there may be other causes.

#### Our Past Four Years of Experience

The facts which confront us in our school reports for four years are given here; other cities may find the same difficulties. Our own music situation is improving. During the years 1910-1913, the percentage of normal graduates taking high rank in the teaching of drawing was for each year respectively .20, .20, .28, .23, an average of .22, while for all other teachers the percentages taking high rank were .17, .33, .20, .27, an average of .24. In music, the record reads: Normal graduates, .25, .30, .40, .43, an average of .34, while those not graduates received .26, .27, .28, .35, an average of .29.

Normal graduates receiving high rank in teaching:

	Music	Drawing
1910.....	.25	.20
1911.....	.30	.20
1912.....	.40	.28
1913.....	.43	.23
Average .....	.34	.22

All other teachers receiving high rank in teaching:

	Music	Drawing
1910.....	.26	.17
1911.....	.27	.33
1912.....	.28	.20
1913.....	.35	.27
Average .....	.29	.24

#### Some Personal Elements

Lack of confidence is one element that we find needs to be especially guarded in dealings with young teachers. A proper degree of humility is sure to be the outgrowth of work based on high ideals, but many young teachers, especially those slow in development, suffer exceedingly through over-anxiety to do the right thing. Many have been made super-sensitive by the criticism received in the normal school. They need Kipling's reassurance:

"There are nine-and-sixty ways  
Of composing tribal lays,  
And every single one of them is right."

To have such a teacher assume a responsibility in committee work or in a grade meeting; to ask for display purposes some well-done bit of work, may show her that the supervisor has confidence in her ability, and may help her gradually to the needed self-assurance.

#### Scientific Interest

Knowledge of the scientific standards now in course of development, of the scientific attitude to-



ward school problems, proves of interest to the young graduate. Graduates co-operate well in studies of this character. These may be more meaningful coming in this practical way than if they were studied theoretically at the normal schools, but it is to be hoped that at no distant day the normal schools will enter into this line of work more vigorously than at present. The protest of one brilliant graduate may give the experience of others: "I can never be too thankful to Mr. ——— for teaching me to study my class needs and class growth, but I can't understand why he never taught me how to make these observations available for myself and others."

Teaching may be only in part a profession; nevertheless, certain professional aspects belong to it. We wish that a few definite principles might be so carefully inculcated that no graduate could forget them, that their use in practice might be assured. The sacredness of a child's name; of the knowledge of his behaviour and intellectual progress; the meaning of active loyalty to the entire school body; the difference between presenting complaints where they may be remedied and using them as gossip. We need an oath corresponding to the wonderful one which has come down to the physicians from the Greeks. Concrete cases arise in which the supervisor may be of help, but too often the harm has been done before the supervisor is consulted.

#### Personal Encouragement

An important part of the supervisor's work is to present to the normal graduate opportunities for advancement in the profession. To the young person entering a normal school, graduation is a distant ideal to be reached through years of study and hard application. To the graduate the obtaining of a position and measuring up to its requirements is often ideal enough. The supervisor needs to recognize special talents in these young graduates, and to encourage them in further study and specialization. These abilities are likely to show themselves when opportunity is given to do an original piece of work, to co-operate in some special study. The emphasis upon motivation of school work, the development of new courses of study, the recognition of broader community interests, the study of scientific standards, have all given our teachers new lines of endeavor and have discovered strengths unknown before. Every year sees some normal graduates promoted to higher positions either within or without the system; sees others leaving to pursue advanced study. Nothing is more tragic than to find, as we do, the graduate who might have advanced, had the right word been spoken, the opportunity suggested, years ago, but who remains in a mediocre position because habits of thinking have become crystallized too early.

#### The Community Interest

Recognizing that the school is an increasingly powerful factor in influencing community interests, we see the need for helping the normal graduate to make such relationships as will be inspirational to her and helpful to the community. This is one of

the most difficult problems confronting the supervisor. Many times intimate personal points of view debar the graduate from establishing effective relationships, prejudices are present that prevent contact, habits of behavior that are unpleasant to encounter. Again, indifference is most powerful in keeping a teacher in a rut. One hesitates to say, "Do you know that your card should be sent in recognition of this courtesy?" "Why did you fail to return that call?" "You are mistaken in saying that you have no dress suited for this occasion." Yet one difficulty in establishing right relationships grows out of just such failures to meet common social conventions. The need for making friends outside of the teaching force, for finding wholesome modes of recreation, for assuming community obligations in church or club or charitable work—these are factors with which supervision may wish to concern itself, yet in accomplishing which it finds its hands tied. Our parents' associations offer opportunities for such contact, but only too frequently the graduate has to be told the courtesies of hostess, has to be urged to take the initiative in making the mothers feel at home. The supervisor may be of some help in making these community adjustments through a personal word here, an introduction there, an opportunity for special recognition or service, but the problem remains largely unsolved yet in great need of solution.

#### Examples of Fine Service

The adjustment of the normal school graduate to a city system requires adaptation of each graduate to certain conditions, but even a city system is a growing entity. The contributions made by the progressive graduate to our school system can not be measured. In nine of fifteen elementary schools during this past year, from one to three graduates of normal schools, seventeen teachers in all, have done work of superior grade, have made themselves felt as most effective contributors in upbuilding the school, while in two other schools graduates have been a decided inspiration to the general school spirit. Alert and earnest, they take up the burden of school work and carry it forward with a vigor that stimulates all who are co-workers with them.

Adjustment of a normal graduate to a city system is effectively accomplished in so far as just and sympathetic supervision provides ways by which the graduate may learn the phases of teaching not gained in the normal school, may grow to a deeper appreciation of personal responsibility to the school and to the community she serves, and may have opportunity to contribute consciously to the upbuilding of the system itself; the results being the greatest possible personal growth for the teacher, and a high type of social service.

On Oct. 23, 1913, Superintendent John E. Davis and twelve teachers of Menominee, Michigan, resigned. The son of the president of the board of education had violated the rules of the board against cigarette smoking and was therefore suspended. By vote of the board, the offender was restored to school. Query: For what do rules and officers exist? Later: They compromised; the boy came back under pledge to reform and the teachers also returned.



# VOCATIONAL TRAINING IN VILLAGE SCHOOLS

BY JOHN G. WIGHT

[Vocational training in city and rural schools has been duly considered. But there are considerable village populations that are neither urban nor rural. Some of the peculiar problems of vocational training in such communities are here discussed by the late Doctor Wight.—*The Editors.*]

Vocational training in village schools is not so much a general as a local question. Since the directing of public school affairs is delegated by each community to trustees or boards of education, and since no two communities have quite the same tastes and interests it is the privilege of each school district to order its educational affairs very much as it likes. It is to be observed that the cities and larger villages, owing to their peculiar conditions for separate industrial schools, have not the same problems as the smaller villages and rural districts; and that any particular village, in selecting school officers to carry out its wishes, is able, subject in some measure to the approval of state authority, to have as much or as little vocational training as it chooses to have and is willing to pay for.

## The Six and Six Plan

There is a question of school administration coming quietly to the front, and likely to demand earnest attention, which has regard for the place in the curriculum where the elementary is to give place to the secondary; that is, whether, by dipping down, the high school age shall begin at the pupil's eleventh or twelfth year rather than at the thirteenth or fourteenth as at present. Upon the determination of this question depends somewhat the order and scope of vocational training in the high school. Despite the disadvantages of taking up high school subjects at the early age of eleven, there is reason, from the vocational point of view, for making the high school course one of six years instead of four. It seems, on the whole, rational to presuppose the adoption of such a six years' vocational course for the village high school.

## What Six Years Would Do

Allowing the three R's greater prominence than they now have in the high school, and excluding foreign languages, the advanced mathematics, general history and the more exacting of the sciences the vocational course of the high school could have the following subjects for its constituent elements: Physiology, hygiene, botany, zoölogy, chemistry, American history, civics, economics, bookkeeping, commercial arithmetic, history of commerce, stenography, typewriting, drawing, cooking, foods and housekeeping, sewing, dressmaking, millinery, working in iron, wood turning and pattern-making, dairying, cereal growing, animal husbandry, and poultry raising. If any village of New York community, for instance, chose to establish a course of study within these bounds, the state authorities would, no doubt, give their approval of it as a possible curriculum from which pupils might be grad-

uated. The whole matter, then, would resolve itself into this: Wherever the citizens of a school district have become convinced that the times are out of joint, and that much of the instruction now offered by the high school is, from economic and civic points of view, essentially wrong or even bad, it is for them to agree upon what they think they ought to have and then work for its realization. It would be vastly interesting to know what, in any particular case, the agreement and conclusion would be.

Let it be supposed, for our consideration, that the scheme outlined were put into practice, and that a vocational curriculum were laid out to contain no foreign language, no algebra, no geometry, no general history, no physiography, and no physics, but, giving greater prominence than at present to the three R's, that there be added enough subjects to complete the six years' high school course. This would be ultra, almost ideal, vocational training, affording the widest opportunity to all who might prefer education of this character.

## Would They Choose the Vocational?

Suppose, in the second place, a non-vocational high school course of four years, and beginning at the end of the eighth grammar grade, very much like the one existing at present, to be made as an alternate choice. It would be of interest to observe the practical working of such a double scheme, and to see how the community would regard its operation; in particular, to note what vocational subjects would be selected by the school officials, and whether their choice would meet the approval of those who are loudest in their clamor for vocational training as being the only salvation of the schools.

If a separate strictly vocational course of study were to be inaugurated in a particular school, naturally there would arise certain questions in relation to it. For example, what proportion of the parents would choose it for their children in preference to the other course? It would not be rash to predict that the number would not be large. Again, how many of the pupils so choosing would be likely to continue to the end of such a course and be graduated? Probably but few. As a straw, it may be pertinent to mention an experiment made a few years ago in a large city high school, where two classes of forty pupils each, specially selected with their station in life and their supposed educational needs in views, were induced to start upon a rigid industrial curriculum, and where before the end of the first year the pupils had dropped out to such an extent that of the two classes there remained barely enough to constitute the nucleus of a single class. Another experiment in point is that tried a few years ago in Waltham, Mass. Quite contrary to expectation, the watch-makers were, almost without exception, disinclined to having

their children industrially educated. One swallow, to be sure, does not make a spring, nor do even two examples prove a rule; they do, however, prove something. Another pertinent question is, would such a vocational course, if persisted in by pupils until graduation, result in the improved citizenship so confidently claimed for it by some? This is, obviously, a purely speculative question, and until the plan proposed shall have been tried on a comprehensive scale and for a reasonable length of time no answer to it can be of much value. In the same category is the question as to the probable effect vocational training would have upon the enlargement of graduating classes. It is hardly to be expected that a phenomenal increase, as some predict, would follow.

#### Expensive Details

To treat this question more in detail, let us suppose the strictly vocational plan confined to small communities—to villages having high schools, though not large enough to be allowed a superintendent; and that the various industrial branches most likely to concern such communities be brought in view one by one. Always taking for granted the liberal enlargement of the three R's in the proposed scheme of study, we may reasonably place, as an additional foundation of this industrial course, physiology and hygiene, with zoölogy as a natural companion, chemistry and physical training. So much may be safely insisted upon as a part of such a course, since no one is likely to question the practical value of education that has for its object good health and a better acquaintance with whatever relates to economic right living. To this extent, then, we are on safe ground, and have chosen subjects which, if not all strictly vocational, yet are a necessary basis of such, and, besides, are applicable to boys and girls alike. To teach the biological subjects as they should be taught to insure reasonably good results would necessitate, it should be remembered, the employment of specially prepared teachers and well-equipped laboratories, involving, it may be, greater expense than the ordinary village would be willing to bear, and yet an expense to be reckoned with at the outset. Among other subjects that would appeal to both sexes are stenography and typewriting. A competent teacher of these branches, it may be noted, would also be available for teaching English and certain commercial subjects, and might in this manner be employed to the general advantage of the school. There would be, of course, in this connection, the additional expense of providing typewriting machines. Again, the commercial branches, bookkeeping, penmanship, commercial law, commercial arithmetic, correspondence, history of commerce, commercial geography and drawing, would be vocational subjects also applicable to the two sexes. Then for girls only there would remain domestic science with its almost endless ramifications; and for boys only there would be wood-turning, pattern-making, carpentry, blacksmithing, plumbing, fruit-growing, general farming, dairying and poultry raising. It will be readily seen that the expense to be incurred in the employment of special teachers in so many industrial branches, where classes would be small, and

where the teacher would often be of but little service outside his or her particular field, would be quite prohibitive. The question of vocational training in village public schools, then, it must be clear, necessarily becomes one of eclecticism, and narrow in scope at that.

#### A Claim for the Girls

With the acceptance of this view, we venture to make, as a beginning in the case of girls, a special claim for some one phase of domestic science. Domestic science, in its various bearings upon life, not only upon the individual girl but upon the home and society generally, has a value and an interest second to no other feature of industrial education. This single subject, if viewed on the broadest lines, would, of course, mean the teaching of girls, in a hundred particulars, how to live. Instruction of this sort is so important, and is so far reaching as a civilizing and an economic agency, that in some measure it might reasonably be made a part of every girl's education, whatever the course of study pursued. For girls who are to become teachers is this pre-eminently true, as their influence for good is to affect so many lives.

For the teaching of a girl, and in almost as great a degree of a boy, how to live and how to care for the lives of others, the following references are given as to the important things she may be taught in the schools:

I. *Regarding health*—knowledge of the common diseases; how to prevent sickness and preserve health; concerning ventilation and temperature; concerning clothing, how to wear it and as suited to various seasons; concerning physical culture in its relation to breathing, bathing, carriage of the body, digestion, use of eyes and brain; knowledge of disinfectants, of gas, drainage and sewers, and the need of pure air; in relation to cleanliness: proper eating and drinking, proper bedding and care of the sick room.

II. *Regarding accidents and emergencies*—from lightning, burns, scalds, wounds, hemorrhages, dogs' bites, sunstroke, convulsions; and a knowledge of poisons and their antidotes.

III. *Regarding foods*—economy in buying, skill in selecting, ability to detect the harmful, such as poisonous mushrooms, poisonous meats, and poisonous fish; learning how to prepare food for eating; concerning the chewing and the bolting of food.

As showing how comprehensive the instruction in so simple a matter as cooking may be (without mentioning other articles of food that require cooking), there may be noted the possible points to be observed in the single matter of baking bread. A partial enumeration of these points shows the following—study of yeasts and molds with a view to preventing their spoiling the bread, nature of yeast and its effect, influence of temperature on yeasts, heat of oven, length of time necessary for baking, indigestibility of improperly baked bread, relative cost of home-made and baker's bread, study of bacteriology, reason for kneading, difference between white, graham and gluten bread.

The variety of useful things that may be taught under the head of domestic science, as has been indicated, is very large, and should, no doubt, in the

case of girls, form the essential part of a vocational curriculum.

As the emphasis put upon vocational training in the course of time becomes greater, and on the reasonable supposition that all pupils are to have such instruction at least to some slight extent, unquestionably a teacher of domestic science will be demanded by every high school, as well as an instructor in some phase of industrialism more especially applicable to the needs of boys.

### A Moderate Summary

Since in villages separated industrial schools are impracticable, it is reasonable to expect, as previously intimated, at least some degree of vocational training will be demanded for all pupils, for instance, sewing or cooking for all girls, and carpentry or agriculture for all boys. Vocational training within these limits would be comparatively inexpensive, and would be, so far as concerns the public, a sufficient test of the worth and desirableness of such training; its scope might, after the experience of a year or two, be increased at discretion. As regards the matter of additional expense in conducting the school, it being assumed for the moment that sewing for girls and woodworking for boys are the subjects decided upon, any ordinary classroom would serve for a sewing-room, and the expense of providing and equipping a shop for woodworking would be much less than that of providing one for working in iron. A departure of this kind and degree in the direction of vocational training would, of course, be made without any thought of differentiating for the two courses of study as previously discussed.

As indicating the slight extent to which the experiment of industrial training has been tried in non-city schools, it may be remarked that in the three counties of central New York—Herkimer, Oneida and Otsego—of the thirty-one high schools in villages of less than 5,000 population there appears at the present time to be only one in which any serious attention is given to the vocational feature of instruction; and even in that particular school the work is not organized to the extent that entitles it to the \$500 quota from the state.

St. Louis has definitely rejected the proposition to teach sex hygiene in the schools. It is a passing fad, a baleful delusion, impossible. Detroit likewise. Teach the parents and guardians. It is a theme solely for adults at home. Let them discourse to the adolescents, according to personal needs. The only exception for the schools is the occasional individual quietly alone with a sensible teacher.

Doctor John G. Wight, well known as a high school principal in Worcester, Philadelphia and New York, died at his home in Clinton, New York, November twenty-third. Doctor Wight retired three years ago; but he kept up to the last his interest in school affairs. During the past year he made a study of vocational training in the village schools of his vicinity, and his conclusions were embodied in an article for the *School Journal*. This timely consideration of a peculiar phase of the subject is published in this issue.

Rome, South Carolina, has established next to one of its schoolhouses a small dairy farm with five good cows. This is a starter in a good movement. Were our large industrial city schools to do the same, a lot of interesting results would follow. For example: The children might have good milk for school lunches.

## NEW YORK CITY SCHOOL POLITICS

(Continued from page 39)

a change was legally possible, secure a new city superintendent, who would faithfully consult the board before nominating subordinate officers and teachers and arranging courses of study.

The mayor then learned from the mayor-elect that he desired the progressive board president reappointed as a member. It was obvious that in case the mayor dropped this board member, the future mayor once in office could easily persuade some one of the forty-five board members to resign and then restore the progressive leader to the board. Whereupon the mayor displayed the consummate skill of a master in public affairs, of a political artist; he reappointed the board progressive leader, but he called to the board from outside a scientist of national and international reputation, an open enthusiastic supporter of the city superintendent, a man who can and will organize the minority so strongly and lead it so ably that all the American school world may expect from now on as complete an exposition of the true nature of the contest between layman and educational experts as is really needed for public enlightenment.

The schools cannot be operated successfully for their function of education by any other persons than professional educators. Ruin lies down that road.

The schools should not be operated by a bureaucracy of educators, however expert. Complete divorcement of schools from practical life lies down that road. It is the intellectual death of tyranny.

In the very nature of the situation, the public must have a voice in the schools. It must control also the purse. But when the public attempts by however skilful and persuasive a leader to do the educating, to direct and control by vote and veto the teaching of the schools, it commits folly.

It is but an illustration of the blindness of its folly to note the authorized interview of the progressive leader a few days after his triumphant continuance in office. In this interview, he condemned the uniformity of the course of study in a city of such racial and economic, social and cultural conditions as New York and asserted that each principal and staff of teachers must have free swing; and also condemned the practice of allowing children and youth to write back-hand, vertical and normal slant, as they might choose, insisting that in order to effect free transfers every child in New York must write normal slant.

To such a pass of fallacy any city is sure to come when it turns over its schools to the exploitation of unchecked lay enthusiasts with no philosophy of education to guide them through unfamiliar fields. But New York awaits the turn of events to see whether or not a way shall be found to curb and then properly to use this enthusiasm for the good of its youth at school.

Of 8,000 graduates of domestic science courses in Kansas high-schools upon Oct. 1, 1913, 4,400 were already married. Kansans assert that half of the remaining 3,600 are already engaged to marry. But who ever heard of a Kansas girl over twenty-one years of age not married or at least engaged? These figures are disconcerting.



# CRUX DIFFICULTATIS

L. E. WOLFE, SAN ANTONIO, TEXAS

Losses Chargeable to Superintendents, Board Members and Patrons

Parents everywhere are diligent and alert to see that their hard-earned dollar purchases the greatest returns for their children in food, clothing and shelter. When, through taxation, this private dollar has become a public dollar, there is no reason why it should not be followed up by taxpayer, board member, and superintendent of schools to make sure that it shall bring a maximum of educational results to the pupils. In education, the most important feature for which the taxpayer's dollar can be spent is the trained teacher—the best teacher that can be had for the money available.

## Promotion Upon Merit

Those who have been close and intelligent observers of the administration of public schools in the United States know that it is rare to find a town or city in which, for a series of years, teachers have been selected and promoted uniformly on merit. One class of superintendents—too few in numbers, I fear—have stood firm during their official career for the selection and promotion of teachers on merit, and can truthfully say that they have never recommended a teacher for election or promotion when they felt reasonably certain there was a better teacher available for the salary paid, and that they have always opposed the attempts of board members or other citizens to elect or promote any teacher not the best available. The life of such superintendents has been a continual battle for the interests of the children against selfish encroachments. Such superintendents have taken their professional life in their hands and have often gone down without producing more than a ripple among the indifferent community whose battles they were fighting. Many times such a superintendent, assisted by the more conscientious and intelligent members of the board, has succeeded in so arousing the better citizens as to prolong his term; but more frequently the verdict of the comparatively indifferent community has been that there must be something wrong with a superintendent who can not work with his board members without friction. The people as a body do not understand that every public officer from the president of the United States down is continually beset by self-seekers, and because of these strong and persistent importunities on the part of self-seekers, the public officer often becomes incapable of the most efficient service to the people. Friction between the superintendent and certain members of the board may be the strongest evidence of his constructive ability and courage in the right. Just as there is friction between the criminal and the officers sworn to protect the rights of person and property, so we may expect more or less friction between an able, devoted, courageous superintendent and those who are seeking to exploit the public schools.

A second class of superintendents stand more or less firm for the principle of the selection and promotion of teachers on merit till they come to the conclusion that they are not called upon to sacrifice the interests of their family for an indifferent and unappreciative public.

A third class is the spineless superintendent with a flexible conscience, who has no educational policy or principle that is paramount to holding his job. There are few observing citizens who have not known some of this spineless variety personally. Their usual practice is to sweep away as many of the rules as possible that definitely determine who are the most efficient applicants for election and promotion, so that they will be in a position to recommend to the board the greatest number of applicants who are backed by individual members of the board or influential friends. When a superintendent at the request of a board member politician formally recommends a teacher to the board, as a whole the board has little opportunity of knowing that the superintendent's recommendation is not his own—that he is a mere puppet dancing to hold his job.

## Good Board Members

Now as to the weak, poorly informed members of the board. During my twenty-five years as superintendent, there have been many members of my board who have exemplified the highest type of civic righteousness. Unfortunately there have been others who felt that it was perfectly legitimate to assist their friends to positions even though they did not come up to the expert standards of the superintendent and principals. I have known other board members who just after assuming their duties as board members would promise to nominate a friend to a position before learning the opinion of the superintendent, but who later, upon getting the viewpoint of the superintendent, were strong in holding up his hands. Business men and lawyers are accustomed to help their friends and be helped by them in private affairs, and there is a strong tendency among men of high integrity to carry this practice into public affairs. The facts are that many people who would shrink from defrauding one in the least in private transactions will assist in robbing the pupils of the best instruction to be had for the money.

## An Intermediary Public Body

The superintendent who stands firm for giving the children the best is in danger of having some good members of the board consider him perverse. In such cases with a really meritorious superintendent it would be a good thing for the schools if a numerous advisory board of able representative citizens were chosen to pass on the differences between the superintendent and the board. This would also cause the people to study their schools intelligently.



In most corps of teachers there is a small per cent of selfish time-serving teachers who work early and late to secure influence with board members and then use this influence for their friends and against the courageous superintendent who stands for merit and efficiency. It often is to little purpose that ninety per cent of the teachers and principals are in hearty sympathy with the work of the superintendent. As a rule, these devoted, loyal teachers never visit the board members or send others to visit them. The superintendent who is heroically running the schools for all the people and all the children naturally comes into disfavor with this self-appointed clique who have in vain tried to dictate to him. When he suggests that members of the board who have been influenced by this clique should talk with the rank and file of the teachers whose sole purpose is to render the best service to the children, he is met with the objection that it is bad policy to consult subordinates with regard to the efficiency of a superior. So it often happens that a very small per cent of the teaching corps by working adroitly upon weak members of the board—weak in their conception of their duties to all the patrons, teachers and pupils—come to have an undue influence in the administration of schools and the making and unmaking of superintendents.

#### Measuring Applicants

In the foregoing discussion I have used the expression, "the best teachers to be had for the money available." But the superintendent who has looked no further into the qualifications of a teacher than the certificate, diploma, or recommendations of applicants, or who has not gone in search of teachers who have not applied, can not truthfully say that any certain applicant is the best teacher to be had for the money available. Following are some of the additional things he can do, and should do, in justice to the patrons and their children: devote at least an hour to orally questioning each applicant upon the subject matter and methods of the branches to be taught; hold a high-class school of methods for two or three weeks in June, stating, in a circular sent out to all smaller towns within a hundred-mile radius, that the best teachers were being sought and that the only "pull" needed by an applicant would be the "pull" of efficiency; hold examinations in the high school branches for high school applicants; critically examine applicants for grades seven and eight, not only in the branches to be taught, but in the broad relations of these branches to past and current thought and achievement; where a regularly equipped city training school can not be maintained, organize the principals and supervisors with himself to train the graduates of secondary schools for substitute service; keep in the schoolrooms practically continuously during school hours, critically observing complete recitations and noting their efficiency; organize the principals and supervisors with himself for the professional improvement of the teachers (in the employ of the board) who need improvement most.

#### Upper Grammar Grade Teaching

All the foregoing requirements for the superintendent I have personally found entirely feasible,

exemplifying them in schools of several hundred teachers. In the school of methods I have found it advisable to give one half day and the evening to studying one or more educators of national reputation, and the other half day to critically testing the equipment of applicants, studying their personality, and observing them teach classes of failures in each grade. The longer I am in school work the more firmly I am convinced that one of the frequent reasons why pupils—especially boys—can not be held in school through the seventh and eighth grades is that so many teachers of these grades are not broad in their reading, observation and thinking. Pupils of these grades can not be successfully nourished on the text-book alone, especially in geography, history and literature.

To the foregoing requirements—training class for high school graduates, school of methods, special examinations for high school and seventh and eighth grade applicants, observing complete recitations instead of dropping in upon the teacher to chat for a few minutes—the spineless superintendent and the weak, selfish board member are opposed, because all these render it much more difficult for them to advance their friends regardless of merit. If the spineless superintendent happens to follow an honest, courageous superintendent who has inaugurated these strong reforms, he makes haste to get them abolished.

#### Public Enlightenment

While we need more money for schools, there is no great business enterprise that is run so loosely and wastefully as our public schools. No great corporation would think of employing a superintendent who lacks the courage of his convictions and whose chief concern is holding his job. Every state should have a strong man continuously in the lecture field, preaching the doctrine of this article. There are many weak superintendents who would be much stronger if they only had an adequate backing in public sentiment. It thus becomes of vital importance to arouse public sentiment and direct it to the instrumentalities necessary to secure educational efficiency. If superintendents everywhere were courageous, a courageous superintendent coming to a new position would not have such a battle to fight. Again, if all superintendents were continually seeking the best material, to be selected on merit, much of the energy now given by teachers to political manipulation would be devoted to professional improvement.

The Indiana State Board of Education has passed a resolution not to accredit the degrees of B. A., B. S., or anything else offered by applicants for teachers' certificates unless earned in colleges or other similar institutions demanding four full years of one hundred and forty-four weeks in residence. It has passed a corresponding resolution not to commission any high-school as standard unless at least one of its teachers holds an accredited college degree.

The accepted annual budget for 1914 for the schools of New York City calls for \$38,000,000. But the progressive board has done nothing to lower the number of pupils per teacher to a reasonable figure, still retaining fifty as the maximum standard and often disregarding even that excessive number.

## PUBLIC AFFAIRS

### Preludial Justification

The three learned professions maintain organs wherein are expressed the views of each profession respecting its own interests and also the trend of affairs in the world outside. In the United States, it is never difficult to discover what the ministry of all religions combined or separate think of public affairs. Every great denomination has several periodicals. It is an excellent thing for the average man to know from the points of view of religion, of the law and of medicine what their exponents think of passing events of importance. It is good for the lawyer to know what the doctor thinks, and for the minister to know what the lawyer thinks. At first blush, it may seem a strange thing to suppose that there is a medical view of a public affair, a legal view, a religious view. But there is no great public matter that has not these and many other aspects. It is even more important for the members of each profession to know what others in it think in order that in the end there may be a composite yet integrated professional opinion. Our hope is to make of this new department, which will appear monthly hereafter, an organ for the expression of the educational view of public affairs and movements.

For the establishment of this department, we have an additional reason. There is a pretty strong feeling among adults that because teachers spend their lives with children, they know nothing about present real life in the world of action. And this unfortunately is often true. But the deeper truth is that teachers and educational officers also, for the sake of the children, in order not to give offence, deliberately refrain from expressing any opinions respecting public affairs. Not to give opinions is often not to form any.

### What Self-Government Means

We have even heard teachers defend their habit of not forming opinions upon affairs, saying "It is our function to govern (or to preach, or to attend to the sick, or to manage business). Let us attend to our own affairs. We have troubles enough without bothering with anything outside of our own line." Now this remark, which is frequently made in these or similar words, is the exact complement of a book review that we once saw in a weekly paper of some circulation. "Some of the opinions of the writer are brilliantly expressed, but coming as they do from a man who has spent his life among children, they are not likely to be of any weight." The book under review was a philosophy of education by a man who taught college youth. But neither of these views expresses true Americanism, and the persons who honestly believe them should get out of America and become the subjects of some king or other potentate. The essence of self-government is expressed by the town-meeting ora-

tor in New England, who upon being reproached by a wealthy fellow-citizen in these words: "The gentleman has an opinion upon every darn thing that ever comes up. He pays no taxes, he has no stake in property. He has no business to attend. But we can bank on it, that he knows it all," retorted amid whooping enthusiasm manifested by the audience, "I have listened patiently to the remarks of my friend and neighbor. The trouble with him is that his ancestors migrated from England in the days of King Charles the First, probably because they hated bosses even with crowns on, but he belongs there with the king and the nobles, hobnobbing how to boss the common people, meaning fellows like us. My friends, the man who hasn't a dollar is exactly the man who most needs an opinion upon every subject to protect himself from these men who would like to turn America into a Siberia. I don't profess to know any more than any other American should know, which is what he thinks upon every subject of public interest." The man who made this speech within a year was elected by his townsmen to one of their most important offices, and filled it creditably.

### Bosses Overthrown

One of the most important of recent events is the successful effort in New York City to overthrow a political organization controlled by a boss, an ancient organization usually in control of the city and recently in control of the entire state. This organization had ordered Governor William Sulzer out of office, and by a three-fourths vote of an impeachment court actually had put him out. As candidate for mayor, the organization put in nomination a man of excellent, though not faultless, character. Against him all the rest of the political parties and groups nominated a man but thirty-four years of age, but with a good record in high and responsible office. His youth, his antecedents in more than one respect, his socialistic theories, his evasions, his original backer, the notorious William Randolph Hearst of the Journal-American newspapers, his manners in public, were all resented by many good citizens; but he was elected by getting the votes of three-fifths of all the people of the electorate. Tammany was overthrown in almost every borough of the city, and its friends met defeat likewise in almost every city and town of the state. What does this mean? Mayor-elect Mitchell is far too young a man to have built up a machine. He has none of the qualities essential in a boss. At most, he is a leader. Essentially, he is a spokesman and a representative. The people are outgrowing bosses, and the faster we who are educators, do inform and educate the youth of the land, the quicker will come the day when the boss shall be impossible. The boss reigns because and only where the people have no opinions.

### The Sulzer Incident

Not only was Tammany overthrown, but the very man whom the organization had broken, seemingly forever, went back to his home district, ran for the state assembly, and was returned as a member by two thousand plurality in a vote of six thousand. He had been ousted for his merits, which were that again and again he had refused to obey the orders of the Tammany boss. Unquestionably, the boss had made him, but he had grown tired of orders. In ousting him, the impeachment court had resorted to proof not of malfeasance in office, but of panhandling among the rich for campaign contributions that he had not reported in his statement of campaign expenses. This, of course, was violation of law. But the real offence even in this case was that he had not turned enough of the campaign receipts over to the pocket of the boss or to the treasury of the organization. An unknown number of thousands of dollars, perhaps as much as thirty or forty, had been converted by him to the payment of debts, from political expenses of the past, and to stock speculation entered into in the vain hope of recovering solvency by a few big coups in the stock market. What the governor had done was nothing new in the history of American politics. Hitherto, no one of importance had ever cared. Hereafter, men who give campaign contributions do so at their peril. They are risking being called as witnesses in some impeachment or in ordinary criminal proceeding. Both the ouster from office and the restoration of William Sulzer to the assembly mark great and important changes for the better in American politics. He has had a terrible lesson, but he has learned it. The case shows the true meaning of the new publicity in American life. That publicity is made possible by the fact that our people are now nearly all able to read and sufficiently trained to do their own thinking. The American public school product is to be reckoned with henceforth.

### A Theory of the Transition Epoch

Most of the citizens of New York state and indeed of all the east are either foreign-born or the children of the foreign-born. These persons usually and the degenerate offspring of older families always are incapable of doing their own thinking. Normally in Europe they are the subjects of kings, the dependents of lords and nobles. They think in the terms of class and even of caste. With no lords here, they have naturally bowed before the strong men; they have welcomed the bosses as a kind of substitute for lords. But the boss is no real lord. He cannot last by reason of legally established privileges. He cannot pass his boss-ship down to his son. He cannot even withstand public opinion. He is but the simulacrum of the real lord. We have been in a transition epoch between European aristocracy and American democracy.

### The Rise of the Expert

With the bosses going down for good because of the increase of public intelligence and willfulness, we have come to the parting of the ways. American democracy must choose between trying to operate its affairs for want of bosses through such town-meeting extension methods as the referen-

dum, the initiative, and the recall, or through the development of experts in government, freely chosen, in no sense bosses, and yet while in office given full power to govern. President Wilson has said shrewdly that the people should elect their own bosses, that a governor or a president is nothing but a chosen and legally responsible boss. Charles W. Eliot has said that the time has come for the democracy to recognize the true uses of the expert. We must not confuse in our minds such an expert in political science as Woodrow Wilson managing us by our choice and Boss Platt or Boss Quay or Boss Murphy managing us behind the scenes through puppet officials. We are going to have from now on far more of these experts than we have had before. The republic of which Plato dreamed, a republic governed by its philosophers, cannot be avoided much longer.

### A Familiar Wail from a Strange Source

For a long time, in New England, there was a railroad president in office who made for himself therein some millions of dollars and more millions for others, but whose railroad ran from good to bad and from bad to worse. At last, public opinion, resenting the control by the New Haven road of the legislatures of three states, and a dozen most serious accidents due to the demoralization of the employees, forced this man's resignation. He was tremendously abused by the newspapers even after this resignation and disappearance from public view. Then the worm turned. In an authorized interview, this man of many millions and formerly of vast power, asserted that he never had any real power, that the rich men of the board of directors used him as a scape-goat, that he seldom knew of what was being put over by the railroad until it was actually done, that he had often been insulted by the directors when he undertook to make recommendations. Once in particular, a vastly richer man told him that it was his business to run the road, not to give advice to the owners. How familiar that sounds to many a school superintendent, supervisor and principal, to many a rural teacher also! When some of these exposed rich directors undertook to answer this definite charge of being used as a tool, Charles H. Mellen retorted that the course they were all pursuing would force government ownership within a few years. Such ownership may be no true solution of the railroad situation in New England or anywhere else, but it would put an end to the use of railroads for the profits of speculators and bankers. It might substitute therefor what we know so often in school affairs, the use of the road to the profit of politicians and contractors. But here again we have public notice of what we have so long suspected, that capitalists treat even their railroad presidents as hired men without even the right to speak their own opinions. Silence, addition, division, more silence. Our ex-railroad president has even confided to the waiting world that there is no man in the business of railroading who is really worth to his road over \$25,000 a year. Surely, if it is worth only half that to supervise the education of eight hundred thousand boys and girls in New York City, it cannot be worth even that



amount to run any railroad. The president of the United States with the biggest job on earth, according to the American notion, gets but three times the salary stated by Mr. Mellen as the railroad limit.

### Income Tax Problems

Publicity is the watchword to-day everywhere. We are soon going to know the incomes even of our millionaires. The notion that the government clerks will not leak the facts that they acquire when they compute the taxes of the millionaires under the new federal law is simply funny. Many a clerk will tire of his task, and when he gets out, tell to his friends all that he knows. Many a one will confide in her husband or in his wife. America is now nationalized. The income tax will be by far the most prominent, the most talked of, the most hated of all taxes. The Teuton was born hating taxes. It is not a question now whether a national income tax is wise. It is here. The present style of the tax is not likely to last long. There are many problems of its collection, many more of its assessment. Much property has an orchid nature that lives in the upper air upon air, and is remote from the true source of all labor, the land. But some income tax there will be. Probably, it will grow heavier rather than lighter. We will have two classes in America, those who have the honor and the misery of paying the tax and those who have the shame and the relief of not having it to pay. Right on the edge of the three thousand dollar exemption will be some, thus caught between Scylla and Charybdis, who will be in doubt which way to go. Some will pay some years, not others. It is a queer tax. Hereafter the man with some thousands to invest will stop and think how he would like to have the fact that he has made this investment get out through leakage of the income tax collectors. It will tend to respectability and to conservatism. Just remember that every profit is a part of the annual income. America will seem like a different land as soon as the tax is fully in operation. Incidentally, it will make a new department in the elementary arithmetic texts. It means also several thousand government clerks to be educated accordingly.

### The Feminist Movement

Press, pulpit, courts, novels, medicine, all the world is thinking hard these days upon the feminist movement. Is it atavistic? Surely we are not to restore the matriarchate, we are not to become a Thibet in which men are the chattels of women. A thousand views are being presented. What should educators think of it? So far only a few have said anything. Among those few is G. Stanley Hall, who on the whole seems to regard it as a peril to men, to women, to children and, therefore, to the race. One thing is absolutely certain, whether the leading feminists agree or not, and that is that public life is physically hard for wives to endure, and almost impossible for young mothers. The number of men in public life who are either widowers or the husbands of second and even third wives is truly amazing as shown by the actual statistics. It may be that a public career is endurable by widows; by

women whose children are grown, and by spinsters. The anti-feminists are asserting that when wives enter public careers, there will be a notable increase of the death-rates of husbands. In short, they think that at least one member of the family must stay at home, make the home, and keep a big stock of vital reserve and deep contentment. They assert also that when in all states the women vote and hold office, there will be a still further decline both in the marriage-rate and in the birth-rate; and they point to the infallible record of vital statistics through ages for many lands. A race that is not reproductive, of course, perishes. They charge the feminist movement with the present wave of sex-obsession that has come into literature, the theatre, the press, and general conversation. But there is a deal to be said per contra. The feminists say that when women are fully recognized as the equals of men but different, there will be an end to the social evil, to saloons, to the neglect of childhood, to slums, to all the grosser aspects of modern materialism. It may be that educators will make yet a greater contribution to the subject than has come from any other profession. It belongs to educators to determine what are the mental sex-differences, if any, and then to say what special contributions women can more easily make to public life than men are making. Upon that basis and upon no other can the great issue be settled.

### What is Representative Government?

The big argument for equal suffrage, which is the main goal of the feminists, is that because women are not allowed to vote, they are not represented in government. What is representative government? England has always had a very different notion from ours. There, it is supposed to mean the representation of classes—the lords and the commons, the latter to be divided into squires and landed gentry, merchants, manufacturers, bankers, brewers, and recently labor men. There has been no scientific apportionment accordingly, but the principle has been fully incorporated into the unwritten but real British constitution. Our theory has been far cruder—mere geographical representation, as the result of which we are governed legislatively and judicially by lawyers, and even the executive department is in the control usually of lawyers. If, as the feminists argue, women as well as men should be in government, then the principle carries with it the definite affirmation that classes, rather than districts, should be represented. Our legislators and executives at least should come from journalism, from medicine, from banking, from railroading, from education, from religion, from manufacturing, from farming, sea-faring, mining, and every other important field of labor and practical affairs. The lawyer counts but little in the British or any continental government of Europe. He will count but little after woman gets the vote. The revolution is on. It is far more of a revolution than it appears to be. It will turn the American world of public affairs upside down, inside out, frontside back. But those who think that it puts an end to politics do not know the equal suffrage states. It will make politics far more difficult and



exacting than before—which is why we raise the question whether the best of women, the mothers and wives upon whom the race depends, as well as the men now alive can stand public life. Of course, the confirmed spinster, she who has reached forty years of age and knows now that she would never be willing to marry, will resent the suggestion that women cannot stand politics and other features of public life just as well as men—she will resent it unless, being a true woman, she regrets that the right man never came into her life. But let her be patient and get the next two points of this argument; the true man who is still a bachelor likewise regrets that the right woman did not come into his life, and the kind of politics now known will not be the kind that will be known when woman also votes, it will be far worse because complicated by the sex-entanglement, as every person who knows human nature perfectly understands. Just as a platonic affection between a grown man and a grown woman is impossible, so also is a political contest between men and women without sex-complication and scandal impossible. Still, we shall not set back the hands of the clock of time, and we must try to solve even this new and far more severe problem. When feminism has won, there will be a new humanism, and to an extent, not large but real, human nature itself will change. It has changed since Adam considerably. We know the pit out of which we are digging the race. In childhood and youth, the educator can with properly arranged courses do much to help to the solution of this aspect of the feminist movement. But first of all, let us see it full face.

### The Mexican Quandary

No one yet knows what to do in the matter of Mexico. No class of American citizens are so well informed upon Mexico and the history of our relations with Mexico as are educators. No other class are so deeply and dangerously concerned with the situation as are educators. We now have much more history to teach and interpret to the children in our schools. If we are forced to intervene or to fight, there can be but one outcome, tens of thousands of American young men and women will be drafted into the schools of Mexico as teachers. The Philippine and Porto Rican and Panaman demands will be insignificant in comparison. To Presidents Taft and Wilson so far we owe the fact that we have not yet intervened. There have been causes enough. Beyond serious question, in the light of history, the day will come when at least all upper Mexico will form one or more states in the Union. The history of every great people has been the extension of their action upon the periphery of population. In war and in peace, the process goes on. Whether or not the domestic conditions are sound, so long as population grows and wealth increases, the movement outward continues. American history is largely made of this. The movement is as solid and resistless as that of a glacier. If our people decide that we should control Mexico, or upper Mexico, they will take it, no matter what the President happens to think about the case. Fortunately, we do not seem quite to have reached that mood yet. And here is the irony of the situation. Were

Mexico really a civilized and prosperous country, the pressure for absorption by us would come from herself, not from us. What saves Canada from annexation as ten states is simply the crown with the tradition and, to us unaccountable, pride of being British subjects. Mexico has no pride in European connections to hold her back from membership in the greatest nation of earth. Since she is but partly civilized and in part grievously savage, we are stirred in conscience over her degradation, compared with ours, and stirred also in covetousness to secure her marvellous natural resources. Those who have seen the transformation of Cuba under our protectorate cannot help wishing a similar transformation for Mexico. There is a new Cuba, the result of American education and free commercial relations. A new Mexico is not likely to be secured by any other process. At the same time, any sober President and Congress would hesitate long about sending American soldiers and sailors into Mexico simply to force a higher culture upon her. A Macedonian cry to come over and help the Mexicans, voiced by their strongest and best, is what we are waiting for, and only that.

### A Committee Legislature

Among the big ideas now in circulation is the proposition that all our legislatures are too large. What the several states need, it is asserted, is a committee-sized legislature, say, of fifteen or twenty men, at work all the time. They should be elected at large, and have but short terms. All measures of importance should be submitted to popular vote. Even Congress should go, and in its stead there should be a body not larger than the senate, ninety-six members elected at large, two in each state. All national laws of importance should be subjected to the opinion of all the people. Of course, a reform so portentous will not come in a day, but it is with the trend of events, as surely as the short ballot. We are getting over the idea of having offices and rulers, instead we are thinking of having services and advisers. Universal compulsory education has made the electorate feel differently about its control and direction. The theories of Jefferson are at last working out to their inevitable issue.

Rural Ohio has the prize schoolhouse, attended by twenty-seven school children. When discovered by a State inspector, this fine structure had lost its inside coat of wall plaster; the windows were paneless; the front door was split in twain; the ashes of last Winter were in a pile in front of the school, and the next neighbor's hog-pen was within easy smelling distance. Not a desk-book for the teacher, nor a dictionary for the children; but three blackboard erasers were found. There was one out-house for both sexes. The teacher drew \$321 a year, the one dollar being for janitor work. The floor had not been swept for a year, nor scrubbed for a decade. Yet some persons do not believe in any form of central governmental control. Let each locality do as it pleases; and that is what one of them has pleased to do.

The candidacy of a woman for board membership reveals that even Indianapolis has many "unsanitary and inconvenient conditions" in its public schools. Will these women never leave us alone! They are telling us that "Indianapolis has salaries below the average." At any rate, it has schools far above the average.

The dismissal of Principal A. O. Thomas, of the Kearney Normal School, Nebraska, was at first publicly attributed to the maneuvers of the agent of one of the smaller book publishing companies. The school has a magnificent property, and a large attendance.

## WHEN TWO ARE NOT A PAIR

## Continuing a Topic of Last Month

The vagaries of the situation as to the salaries of city school superintendents are worth thinking about. Here are a few instances, too eloquent in themselves to permit comment.

The annual salary of the city superintendent

In Paterson, N. J., with	I	501 teachers, is	\$3,600	In Atlanta, Ga., with	XIX	450 teachers, is	\$3,600
In Montclair, N. J., with		144 teachers, is	6,000	In Barnesville, Ga., with		12 teachers, is	3,000
In Philadelphia, Pa., with	II	4,759 teachers, is	\$9,000	In Jacksonville, Fla., with	XX	160 teachers, is	\$2,400
In Cincinnati, Ohio, with		1,041 teachers, is	10,000	In Tampa, Fla., with		113 teachers, is	3,300
In New Castle, Pa., with	III	193 teachers, is	\$2,400	In Mobile, Ala., with	XXI	151 teachers, is	\$3,000
In Munhall, Pa., with		27 teachers, is	2,400	In Dothan, Ala., with		20 teachers, is	2,500
In New York, with	IV	17,854 teachers, is	\$12,000	In Memphis, Tenn., with	XXII	474 teachers, is	\$3,600
In Pittsburgh, Pa., with		1,993 teachers, is	9,000	In Dayton, Ohio, with		470 teachers, is	5,000
In Ellsworth, Me., with	V	27 teachers, is	\$400	In Lexington, Ky., with	XXIII	141 teachers, is	\$2,600
In Bristol, Me., with		20 teachers, is	2,000	In Paducah, Ky., with		89 teachers, is	2,500
In Greenwich, Conn., with	VI	94 teachers, is	\$3,500	In Columbus, Ohio, with	XXIV	683 teachers, is	\$4,000
In Manchester, N. H., with		198 teachers, is	3,000	In Akron, Ohio, with		349 teachers, is	4,000
In Brattleboro, Vt., with	VII	32 teachers, is	\$1,000	In Marion, Ohio, with	XXV	102 teachers, is	\$2,100
In Warren, R. I., with		31 teachers, is	1,600	In Lockland, Ohio, with		22 teachers, is	2,250
In Hartford, Conn., with	VIII	459 teachers, is	\$2,000	In Terre Haute, Ind., with	XXVI	297 teachers, is	\$3,000
In South Manchester, Conn., with		49 teachers, is	3,500	In Gary, Ind., with		101 teachers, is	6,000
In Albany, N. Y., with	IX	361 teachers, is	\$3,000	In East St. Louis, Ill., with	XXVII	219 teachers, is	\$2,800
In Amsterdam, N. Y., with		93 teachers, is	3,300	In East Aurora, Ill., with		77 teachers, is	3,350
In Cohoes, N. Y., with	X	66 teachers, is	\$2,000	In Rockford, Ill., with	XXVIII	262 teachers, is	\$3,200
In Great Neck, N. Y., with		20 teachers, is	2,500	In Oak Park, Ill., with		105 teachers, is	4,200
In Niagara Falls, N. Y., with	XI	159 teachers, is	\$3,200	In Appleton, Wis., with	XXIX	105 teachers, is	\$1,400
In Port Chester, N. Y., with		74 teachers, is	3,000	In Kenosha, Wis., with		107 teachers, is	2,400
In Syracuse, N. Y., with	XII	577 teachers, is	\$4,000	In Ottumwa, Ia., with	XXX	168 teachers, is	\$2,500
In Schenectady, N. Y., with		357 teachers, is	4,000	In Dubuque, Ia., with		127 teachers, is	3,600
In Rochester, N. Y., with	XIII	908 teachers, is	\$5,000	In Springfield, Mo., with	XXXI	155 teachers, is	\$2,750
In White Plains, N. Y., with		96 teachers, is	4,000	In Sault Ste. Marie, Mich., with		63 teachers, is	2,500
In Troy, N. Y., with	XIV	231 teachers, is	\$3,000	In Fayetteville, Ark., with	XXXII	30 teachers, is	\$1,000
In Vallejo, Cal., with		43 teachers, is	2,500	In Arkadelphia, Ark., with		18 teachers, is	2,000
In Elkton, Md., with	XV	125 teachers, is	\$1,400	In Vicksburg, Miss., with	XXXIII	56 teachers, is	\$2,300
In Towson, Md., with		50 teachers, is	4,000	In Yazoo City, Miss., with		32 teachers, is	2,250
In Winchester, Va., with	XVI	105 teachers, is	\$900	In New Orleans, La., with	XXXIV	1,145 teachers, is	\$5,000
In Wytheville, Va., with		9 teachers, is	1,200	In Shreveport, La., with		106 teachers, is	3,600
In Winston-Salem, N. C., with	XVII	99 teachers, is	\$2,400	In Dallas, Tex., with	XXXV	381 teachers, is	\$3,600
In Washington, N. C., with		33 teachers, is	1,500	In Galveston, Tex., with		139 teachers, is	3,600
In Charleston, S. C., with	XVIII	135 teachers, is	\$2,500	In Garnett, Tex., with	XXXVI	111 teachers, is	\$1,400
In Sumter, S. C., with		39 teachers, is	2,400	In Henryetta, Okla., with		14 teachers, is	1,900
				In Lincoln, Neb., with	XXXVII	240 teachers, is	\$3,000
				In Fremont, Neb., with		51 teachers, is	3,000
				In Hot Springs, S. D., with	XXXVIII	104 teachers, is	\$949
				In Sioux Falls, S. D., with		84 teachers, is	3,000

XXXIX			
In Williston, N. D., with	27 teachers, is	\$1,800	
In Livingston, Mont., with	27 teachers, is	2,500	
XL			
In Moline, Ill., with	142 teachers, is	\$3,000	
In Helena, Mont., with	68 teachers, is	3,800	
XLI			
In Coeur d'Alene, Idaho, with	52 teachers, is	\$2,500	
In Pocatello, Idaho, with	37 teachers, is	3,000	
XLII			
In Boulder, Colo., with	69 teachers, is	\$2,500	
In Goldfield, Colo., with	15 teachers, is	3,000	
XLIII			
In Albuquerque, N. M., with	56 teachers, is	\$2,250	
In Deming, N. M., with	19 teachers, is	2,800	
XLIV			
In Cheyenne, Wyo., with	53 teachers, is	\$2,400	
In Winslow, Wyo., with	18 teachers, is	2,500	
XLV			
In Brigham, Utah, with	134 teachers, is	\$2,000	
In Painesdale, Mich., with	55 teachers, is	3,000	
XLVI			
In Spokane, Wash., with	471 teachers, is	\$4,500	
In Fresno, Cal., with	176 teachers, is	3,500	
XLVII			
In Worcester, Mass., with	724 teachers, is	\$4,250	
In Duluth, Minn., with	412 teachers, is	4,500	
XLVIII			
In Eugene, Ore., with	78 teachers, is	\$2,500	
In Goldfield, Nev., with	18 teachers, is	3,000	
XLIX			
In Providence, R. I., with	939 teachers, is	\$5,000	
In Pasadena, Cal., with	288 teachers, is	5,000	
L			
In Carbondale, Pa., with	70 teachers, is	\$1,800	
In Billings, Mont., with	72 teachers, is	3,000	

We are indebted to the United States Bureau of Education for the verification of these figures, according to the latest data on file in the office.

We are likely to pursue this illuminating comparison yet further, and take this occasion to remark that in many of these instances compensation is without any discoverable relation to the reputed relative values of the services rendered. Our purpose is to show that unreason rules, to the end to suggest that perhaps reason should rule.

### A FAIR QUESTION

Our valued contemporary, The Dial, published in its midmonth November issue an article that raised the question whether or not the present intense general interest in education is evidence of social decadence and of lack of important business for adults. It asserts that as a matter of history, epochs of decadence always show just this great interest in the education of youth for want of adult affairs over which to fight and of adult ideas to consider. It adduces no definite historical data to support this complaint. Yet one occurs promptly. The three centuries following Augustus Caesar in Rome saw what we should call universities, colleges, schools, institutes, lecture courses, libraries, public and private, museums and societies for intellectual

and moral improvement established everywhere in the empire. Education was apparently universal. It was costly in money. It occupied the minds of many as a theme of interest and concern. Yet it did not prevent the fall of Rome.

In a great and heroic age, such as an age of war or of world-discovery, the ablest adults are too busy to concern themselves overmuch with children and youth. And yet their great achievements provide spurs to the ambition of many.

We suspect that a fallacy lurks here. And yet there is much of suggestion in the issue raised.

It has been the mood of the times in our generation to exaggerate. An illustration has been the common assertion of the newspapers respecting each contemporary president that he had "a bigger task than that faced by any man since Lincoln." They said it of Cleveland, of Harrison, of McKinley, of Roosevelt, of Taft. They are saying it of Wilson. The country is always "facing a crisis." All this is due to a new and perhaps unwarrantably heightened social consciousness, the causes of which are not obscure. Universal education has had this effect upon masses hitherto not accustomed to consider any subjects beyond immediate personal and domestic interest. Millions have discovered nationality. Universal education has also introduced much personal introspection with the familiar result of an anxious self-consciousness. The civil war and the Spanish-American war, our new international position, our extended commercial relations, our colonies and possessions, have all contributed to these two forms of conscience, as it were. Science, including pseudo-sciences like eugenics, has added its burden.

Nevertheless, we doubt the validity of the argument that we should think less of education, try less to educate the children, and tend to the business of full-grown men, art, science, literature, war, trade, manufacture. Our own view is this: We are ceasing to live by the year, by the month or worst by the day. We have grown into planning for long futures. We are still making portentous mistakes, but seeing where the boy or girl is headed and getting him or her to choose a desirable goal is not one of the mistakes. In truth, it is one of the big facts of the progress of this generation that we have learned to think not only of the next year, 1914, but of posterity as the seers and philosophers and statesmen and poets have been urging us to do. Ben Franklin and Daniel Webster, Thomas Jefferson and many another worthy of the American past would have rejoiced to see the day when men not only worked and fought to get affairs right, but duly considered how to fit the new generation for its heritage of righteousness. Good parents have always done so, and society should do likewise.

The Joliet Township high-school has 1,500 pupils housed in five buildings. J. Stanley Brown is principal. This is the largest high-school in any small community in America.

Superintendent M. G. Brumbaugh has asked the city of Philadelphia for \$5,000,000 immediately for new school buildings. Philadelphia needs this amount; but will the awakening sleeper actually rise, or go to sleep again?



## THE WHAT AND THE HOW\*

BY A. G. KELLER, YALE UNIVERSITY

### Making a Bluff at It

Some years ago a student at Yale became authority for the precarious statement that St. Petersburg, in Russia, was the center of a flourishing tobacco production. He did not set out to become an authority in industrial and commercial geography—in fact, he would have preferred, like many another great man, to veil with a seemingly garb of modesty that which he knew, or at any rate hoped that he knew. But he was called up and gave this answer; and then was called down. However, we thought that clue interesting and pursued it, hoping for light upon the operation of the student mind. We got it. It appears that he had casually read "Petersburg" upon a tobacco canister, but had not chanced to observe the abbreviation "Va." after it. Now, we like the type of student who can thus focus his available information; the quality of bluff, like that of mercy, droppeth like the gentle dew from heaven, but we don't like either to be strained. We wish, in any case, to reserve the loftiest flights of the creative imagination for bigger game.

But why did this student "flunk out" so pitifully? It was because he had never risen in such matters above the what of things into the how. His story, such as it was, had been confined to memory exercises; he had prepared himself for questions like the famous old "Who dragged whom around the walls of what?" His head was like a farm after being struck by a cyclone—a potato here, a turnip there; calves roosting contrary to nature in trees, horses with the wrecks of window-sashes about their necks, peering anxiously. Nowhere order or perspective or sense.

### A Product of Miss-Nancyism

We always supposed that his pitiable state was partly due also to the invasion of the short-and-pleasant-cut-to-knowledge system which became popular in America, if I am not mistaken, about the time that this hopeful was in kindergarten. We inferred that Alphonse had not been crudely and unpsychologically required to bound the state of Ohio, for example, but had been, in the midst of a series of diverting and edifying impressions—during the pauses of his doily-work, say—caught, metaphorically speaking, with his mouth open for the introduction of choice bits of properly sterilized mental food. anyhow he had not learned to think. And when he was obliged to try to pursue that painful process he did it wildly and fumblingly. I might say that many a student who had no greater stock of information, but knew how to use his head, would have dispatched the awkward situation neatly and with credit, especially if the instructor were new and trusting, and not the suspicious, ill-thinking old bird that he sometimes becomes as the years and the successive crops of bluffers sweep by.

### Gradgrind Teaching

How are you going to train students to think—

\* Extracts from an address before the Council of Elementary School Principals and Teachers of the State of New York.

how discipline their minds—as they survey with you the industrial and commercial fields? The answer is, first, that they must have something more than facts. The greatest German poet says: "Das was bedenke, mehr bedenke wie"—"Consider the what, but consider more the how."

When I was a boy, in southwestern Ohio, I liked geography all except the part about the products of states and countries. We learned that Ohio raised and manufactured certain things, Kentucky the same things and certain others, New York the same things and certain others. For each state we had a list of products, agricultural and manufactured, which I, for one, tried to commit. There was to us no sense in these lists; we weren't in business so they represented nothing practical; and so far as any enlightening principles of arrangement were concerned there might just as well have been an original list of products from which each state got its particular invoice, not in any rational way, but by lot. One year we learned these products, it may be; but the next year all but the human parrots had forgotten them. The teachers, except the old stagers whose experience had ground in the whole book, and who were like life-sentence criminals that learn the whole Bible by heart, backwards—the teachers, I say, didn't know these lists. They kept their books open and corrected errors in the phonographic reproduction by constant and solicitous comparison with the original. Now, what sort of a training in thought was that? It was immoral, for if profanity is a matter of attitude of mind rather than of utterances we were all taught to lose our tempers and swear. Then the teacher lost hers, and did the lithe and limber willow switch trick out in the cloakroom. That really did some good, for it relieved the nervous tension by affording some exit. The teacher walloped, the victim yelled, and the rest experienced that elation, nigh to fear, in another's misfortune which has always been one of the choicest titillations of humanity.

### Real Teaching

Suppose, now, we wanted to correct the college boy I told you of; what should we say? We should ask him: "Young fellow, what kind of climate do they have in St. Petersburg? What kind of climate does tobacco need?" That would be enough. This immediate reference of the matter to the facts of the physical world would settle it. Suppose, now, we ask another young man why so many codfish are shipped to Spain. He might answer even more wildly than the former. But we ask: "What is the religion in Spain? What food does this religion prohibit on certain days? Which does it allow? Are there many such days in Spain?" We have recourse to the reference of facts to the social environment for their interpretation. But all this interests the boy; does he forget it at once? No; he goes home and sticks his parents on it first, then, elated with success, he plies this interesting enigma on the rest of his social circle until he becomes a nuisance. A famous teacher of mine used to get us all tremendously excited over so dry a topic as the coin shilling of the Massachusetts bay colony;

(Continued on page 63)

# MY DIARY

BY MARY WARWICK

## CHAPTER XII

### THE LOT OF THE MARRIED TEACHER

[Mary Warwick, writing under her maiden name, is the youngest daughter of a prosperous farmer and banker, near Lake Erie, who, through political influences, secured for her her first school. Soon afterwards her father's best friend died, whereupon her father's enemy and debtor, Henry Okkerford, forced her out and installed her sweetheart, George Grant, as teacher. Mary then secured a better school; but her father himself died, and Mary inherited two thousand dollars. With this capital she went to a local college for a year and then proceeded to New York to complete her education in a teachers' college. Her oldest brother, however, married Okkerford's sister and lost nearly all her money. She became a substitute teacher in a city near New York, where she immediately attracted the attention of the city school superintendent, who was a widower a dozen years older than herself. By what at first seemed to her a perverse fate, she encountered Okkerford there in the new rôle of agent for a heating concern that was anxious to secure a contract for heating a new schoolhouse. The friendly mayor of the city died suddenly; and for various reasons, among them to save the standing of the superintendent in the resulting political situation, Mary was married to him. But the city hall crowd in the course of a year or so succeeded in forcing the superintendent out of office. A period of waiting and trying to get another superintendency ensued.]

As I now look back upon my life, the next half-year was its happiest period. The three children played about the house and garden, my husband and I spent hours and hours each day talking together, dreaming and hoping for better times to come; and despite all the worry that companionship was ideal. Every few days there came through some teachers' agency a notice of a possible opening, and we studied our geographies and encyclopedias, and wondered what kind of life we would have if anything should come of the application that Edward always wrote. Sometimes, it was a vacancy in a college professorship in his line; sometimes it was a possible call to a foreign land, for my husband was thought of and investigated for several different South American educational positions where they were putting in the American public school system; once it was an opening in a French lyceum that seemed almost certain to come to us. But always something caused defeat or the dropping of the plan by ourselves. Before many weeks of the fall had passed, we saw that another superintendency was out of the question. Evidently we were boycotted in that line. Still my spirits were so high with perfect health and a happy home that I never despaired. Each new day had its new dream.

About Thanksgiving time, our last dollars were spent, and we could no longer meet the semi-annual life insurance premiums. Then we began to borrow upon the policies a hundred dollars at a time. As the policies were few and small, even this resource did not last long, for there was a large family for which to provide. Edward's mother would not go to live with any other of her

children because she had perfect faith that the affairs of her "ablest son," as she fondly called him, would soon come around all right. The old are above money-cares and money-fears. Indeed she and his sister were really needed in the household for the care of the children.

What with coal bills in the winter and heavier clothing needs, Edward at last gave up the idea of being able ever to get any educational position and started out to find business employment. Then he discovered that he had been under a delusion. No one believed that he meant seriously to devote himself to business; and the only positions that he could secure were such as gave neither regularity nor sufficient recompense from employment. There was work enough, but, as he said, it was work and wages that he needed. He was a specialist, and no one any longer wished him to work at his specialty.

We began to reduce the food supplies and to economize in the most serious way. And then I saw that at least for a time I must be willing to become a family provider. I had been talking of this for months past. It is true that occasionally Edward was called upon to give a paid lecture, and he had a few weekly institutes that helped out somewhat. But we needed the weekly or monthly pay-check. It had become a habit, and we could not figure our lives upon any other terms. The situation was greatly complicated by the fact that the creditors of his father refused to believe that he was now really unable to pay them interest and small amounts upon the principal and entered no end of suits against him, as may easily be done under the present legal economic system.

My going to work, if outside of Wellington, meant, of course, the breaking up of the real home. But I set out to get a paying position.

And then I waked up to the real inside of our business life. Every one asked me why my husband did not feel able and willing to support his family. No one seemed able to understand that he was as anxious to get work as the most anxious of them were to have him. I applied for every kind of business employment that I thought I could do with any kind of success. There were schemes innumerable such as book agency work, selling industrial stocks, selling coats and cloaks, making hats. I could not get into some, and others I soon discovered paid too little to make my working in them worth while, as little often as six or seven dollars a week. I spent many precious dollars going about in nearby cities and towns, answering advertisements, hunting up friends, following apparent leads. But nothing availed. At last, when we really had pawned our watches and other jewelry, I determined to get a school again.

The teachers' agencies were rather insolent in their treatment of me and said that I was hurting the chances of my husband ever to get a good big

job again. Still in March I did manage to get a hurry-up notice to see the board in a small city where they had a rural district school not yet consolidated and where the last teacher had quit in disgust.

I have not forgotten my meeting with the board and superintendent. It was at eight-thirty, one rainy night, and I had traveled nearly a hundred miles to reach the place. I did not stop even to go to a hotel and freshen up before going to the board session.

Though I had heard so much by this time from my husband about boards, I was not prepared for the kind of reception that I was accorded.

The president was an uncouth big fellow who looked what he was, a successful journeyman plumber. There was another man on the board of slight build and rather cadaverous in appearance, who, as I found out in the course of the conversation, was a broken-down lawyer turned professional politician.

I came in and sat down, and no one noticed me apparently. For an hour, they went on transacting routine business. Then in the rudest of manners, the president of the board turned to a man of quiet manners who so far had said nothing, and fired this remark at him:

"Well, super, I see that you have got the woman here."

This man, whose name was Charles Edgars, replied in the most craven of manners. "Yes, if you gentlemen have time, I wish that you would examine Mrs. Warwick and see whether you think she would do for the Tinkham school."

Then the plumber cried out to the lawyer, "That's your job. Ask the woman what experience she has had."

The lawyer replied with a thin voice distinctly rasping as though he had been cross-questioning a set of country witnesses all day, "What's your name?"

I replied, "Mrs. Lambert."

He came back harshly, "How many names you got? The papers you sent said 'Warwick.'"

"I taught school before I was married."

Then the plumber burst out in raucous laughter. It would be too painful and too cheapening to set down and expect any one to read the rest of that hour's examination. But they decided to try me at a fair salary, sixty-five dollars a month. I refused to feel disconsolate in view of their decision, no matter how rude and incompetent they were, and went down to a hotel in the company of several of these strange creatures. There I wrote to my husband that at least we could see the food question solved till summer. I asked him to forward some clothes and prepared to tackle my labors of the next morning.

I knew enough to take no chances on having my wits about me the next morning in that school, and I sat for hours in my hotel room writing up notes on a dozen topics so as to be sure that I had enough ammunition for almost any kind of district school.

The Tinkham building was a mile beyond the street car line, but I was down there before half past eight, and found soon a motley gathering to

greet. There were thirty-three children in six grades, mostly in the lowest, and they all seemed to know nothing. It was a drear spot in which to work, for the school was next to an old pond with deserted mill. It had nothing attractive about it except the great human problem itself. The building was of brick, damp despite a fire in the cellar cared for by an unkempt old woman. The room itself was very large but so dirty that I regretted the size as simply affording more space for dirt. There had been plaster blackboards, but they were all ruined by neglect. Fortunately, there were some really good schoolbooks. All day long, with an hour at noon, but partly free, for the children stayed around to visit with the new teacher, I worked away at the school-mill. I had very little heart in the work, for I was wondering about home and dear ones. At four o'clock, I dismissed school for the day. Just as I was leaving, the lawyer of the board came to the door and said that he wished to have a little talk with me. I was desperately tired and desperately angry, but I stood and waited for him to deliver himself.

"Of course," said he, "we all understand what the trouble is all about, for it is common property that your husband gambles and drinks, and that you cannot live with him. But we fellows mean to treat you all right."

I wondered where he had heard this; and if I had had in my pocket that minute so much as a ten-dollar bill, and in my hand a brick, I should have hit him with it, and left the place for good. But I kept my temper. He misunderstood this for acquiescence, which was well as the event proved. Then after relighting a vile cigar, he proceeded:

"This employing a married woman with a husband living is all against the ideas of this city, but we simply could not get any one else."

I smiled, I guess, grimly, but I smiled.

"Of course, you wouldn't be working if you had any money, but we fellows on these boards don't get any pay for our free work, and we have got families to support same as you. The fellows want to help you out, and they have commissioned me to go easy on you. Outsiders that get into the Beement schools have to contribute a little to the parties, the political funds, you know. We thought that five dollars for each party would be as little as we could make it. And that's only half as much as the least we ever asked anyone else."

"Do you mean that you expect me to hand over ten dollars now to you? Why, Mr. Johnstone, I haven't ten dollars."

"No, that is not just it. We want ten dollars every month from the pay check."

"Do you mean that in order to hold this position I must pay ten dollars out of my small salary every month?" I asked.

"Well, that leaves you fifty-five, doesn't it?"

It did.

I was in a frightful quandary what to do, though by no means surprised. Nothing that a board of education could do would have surprised me.

My board, I knew, would be twenty-four dollars a month, and other inevitable expenses ten more. This heavy payment would leave me only



twenty-one dollars as the profit of my toil, but I knew that merely to be employed was something in the desperate plight of my family.

What wolves we are to steal from the poorest!

Was it wrong? I agreed to pay, and then that panhandler asked me for something upon the account!

I showed him that I had just four dollars on hand. He was kind enough to leave me two dollars.

I got home to the hotel and spent the evening looking up board. I found a place with a workman's family for five dollars a week. That would help in the economy that I must exercise, for I had a teachers' agency commission to pay besides this hold-up.

That night I had not the heart to write home, much as I longed to do so just to relieve my feelings. I found a part of an old Bible and read and read in it. What a comfort Jeremiah is to the heartworn! That poor old man lived for a long time in a miserable dungeon-well and starved while his soul dreamed of God and righteousness! I had resolved not to quit, but I would bide my time. I might not be able to rebuke the world as he did because none were "valiant for truth upon the earth," but I could and I would endure whatever came.

Next day at noon, for I went to board near my school and had a noon dinner with the laborer and his family, I got a letter from my husband. It was a heart-tearing letter. His sister also was seeking employment. He chided himself for ever having entered a profession that was a *cul de sac*, a blind alley. He said that when he was in office he had suffered from the delusion that the vast business was in some way due to his own merit. And he added that he knew now that he had done wrong ever to marry at all. I could scarcely get my mind into my work that afternoon until some disorder due to my abstraction forced me out of that mood. I wished and wished that I could go home to him and comfort him.

That evening I began to get a little relief, for the wonderfully good woman with whom I lived recited to me my merits according to some neighbors' children who had been playing around after school. This gave me a chance to tell Mrs. Egan just enough of my troubles to help me near them.

Thursday the superintendent came around. He was the easiest-going man whom in all this life of mine I have ever met. He lived in fear and by fear. He was afraid of everyone, even of me. He made his timidity an asset and was actually getting three thousand dollars a year to manage only a hundred teachers just because he never made any one any trouble. He thanked me for letting him call. I felt like telling him about the campaign contribution hold-up, and I also felt like shaking him. Finally I told him what Johnstone had demanded. He said that he was sorry to hear about it, but that it did not concern him. He could not help it. I felt like asking him how much he himself paid every year, and at last I plucked up courage enough to do that very thing. He replied that he paid nothing at all. I came back with the innocent inquiry whether he also was not an out-

sider. He admitted that, but frankly said, "The board is determined that I shall give them a good name for my own treatment."

Lovely place it was!

About a week later, the superintendent had a general teachers' meeting. Then I saw for the first time some of the other teachers, for by no means all of the teachers came. One lovely young girl spoke to me as I went in. I sat through a long, lazy homily by the superintendent upon the importance of right moral training and almost as long a homily by a clever but timid young woman principal about how to teach the alphabet to dull children in second grade. I was thinking all the time of the brilliant and interesting and really scientific discussions led in Wellington by my own husband, who now could not get anything to do while these makeshifts were prosperous. I am afraid that I was very bitter at heart.

After the meeting, some of the older teachers came to me and introduced themselves. I heard one of them saying pityingly that it was a pretty poor excuse of a man who could not support his own wife. But I had resolved to hold my peace and to hold the fort thereby. I knew that luck would turn yet. As they went out, the same grumpy person remarked to her companion, "Why, I think she is a very nice person."

I know now that they never suspected and would not have believed that the blackmail of teachers was going on. They belonged to local families and could influence votes. With them, the board members were on good behaviour.

Well, we all live in undiscovered lands, near though they are to one another's. Each of us is a Marco Polo to the other, and each one thinks that the real truth about some one else is a marvelous figment of the imagination. My husband used to say that most human beings are mere perceptualists and really know nothing save what they themselves have experienced. They really have no minds, for they have no constructive imaginations. I suspect now that he was always in the wrong profession. He should have gone into something where men can be all that Nature intended them to be, not mere placeholders, timeservers, traditionalists and employees of others' wills. Still, I was to learn later that there are many very able men in the field, only they happen to have had the luck to serve boards and communities with ability and sympathy enough to appreciate them.

In the course of the weeks that followed, I came to love those children just as much as I ever did my school at Wellington. And then a strange piece of good luck befell me. There was an election of board members, and the plumber and the lawyer both went down in defeat. Oh, how glad I was! I had paid only twice, twenty dollars in all. Somehow their defeat made me very brave, and I went to the new board president and just told him the truth. He was terribly enraged over what had happened, and promised to get the money back. But he was unable to extract it from those rascals.

When the year ended, the new board, for nearly half of the board was new, offered me ninety dollars a month to become principal in their city. I

was, however, in no doubt what I should do. I wished to stay with those forlorn children and make them happy. I had held a school exhibit, and shown them how to start some gardens at their homes. I had taught them a lot of things not in the course, including drawing, for Beement was very far behind the times in school development. I had even called meetings of the mothers and talked with them as a mother about many domestic matters. But I could not stay.

Dear me, how few understand! The poor are the mothermass of humanity, the culture field. They have the children. God loves them, and they know and feel His presence far beyond the opportunity of the prosperous. Why, I saw right there in that benighted district a man, who for some time had been out of work, come home and, meeting his wife on the doorstep, put his arms right around her, and I could not help hearing him say, "So many out of work, and me here that lucky. I guess God is looking out for us, and I'm going to quit swearing." Oh, yes, I often saw him after that coming out of a saloon nearby where he had taken his evening glass of beer, but I noticed from the first pay day afterwards that he had his eye out for his children. I know that his wife gave every week a dollar to a widow who had three little ones and very irregular work. They are God's poor. They are the ancestors of all the people who will be on earth a hundred years hence. And if I had not seen bitter trouble, I would never have understood. I had to live among them, and learn their lives and hearts.

If the really poor had their way, there would be an end of all war and of all hatred.

I thought over everything, and I decided to do as the poor do, to trust God to help me, and, though I asked the board to give me a letter of commendation for my work, I declined their offer and at the end of June went home to my family. I had saved the cost of my own food, and had saved for the home nearly a hundred dollars. Best of all, I had convinced myself that any person who can keep well and will stick to the hunt for a job will at last get something. This may not be true, but the faith has helped me.

Before I left, my husband had gone from home for the summer to teach in a southern summer university session. For a little while there was to be some relief from the worst wrench of poverty, which is the fear for daily bread.

How important self-respect is to health! As soon as Edward had learned that the generous southerners were going to forget his failure at Wellington and the terrible hatreds that he had engendered there in his failure—strange inconsistency, that—he began to pick up in health. I did not see him that summer until his return, but I could tell from his letters that he was better. He was recovering his moral tone.

I found his mother pretty badly broken by the labor and worry of the winter and spring. I am quite sure now that the influence of Edward's mother upon him was unfavorable. He needed confident, healthy persons around him. But it is seldom the human lot to be surrounded with the

right personalities. It is the key to prosperity.

All the children helped, and their influence was splendid.

I had not been back in Wellington long before, through my friends, I discovered just what the moves against my husband had been. As I believed, they were originated by the city hall crowd who were afraid that he might be restored to the superintendency. The ring of teachers had worked with the city hall lot. They wanted no superintendent who held teachers' meetings, and used systematic methods of determining the real worth of the work of teachers. The pity of it all was that the best teachers and indeed the great majority of teachers really wished for his return.

And there in the midst of that crowd of mere payroll habitues and graft-hunters was my own brother-in-law Okkerford, telling with the utmost realism the most absurd and dangerous lies about his own relatives in order to accomplish his own sinful aims. He needed to make a living, and like a burglar he considered this a valid reason to do anything that would not at once land him in jail.

Could we foresee how differently we should act from the beginning of our acquaintance with scoundrels!

*(To be continued)*

## RECENT SCIENTIFIC TOPICS FOR JOURNAL READERS

### Will the Dream Come True?

To get engine-power directly from sun-power has been the ambition of scores of inventors. A public demonstration was given of such a plant last July. The place selected for an experiment of this kind must be as free as possible from cloudy days. Egypt is the country; and Meadi, a town near Cairo, the exact spot.

A firm in New York has had faith enough in the project to put up a plant after the designs of the inventor, Frank Shuman. Five huge reflectors each two hundred feet long are placed near each other. These mirrors or rather combinations of thousands of small mirrors are in iron frames, geared and connected. The reflectors automatically follow the rays of the sun from sunrise to sunset and the delicate instrument which regulates this movement is the prime secret of the whole invention. Each reflector has its boiler, upon which the sun's rays are concentrated; and each boiler helps to furnish power for a hundred-horse-power engine.

The results of the demonstration of last summer are not at hand; but power without the expense of heat generated by wood, coal, oil or gas will be welcome in this day of enforced conservation.

### Famous Once; Interesting Now

The little island of Elba, notable for Napoleon's abbreviated stay, is in these days the Mecca of botanists. About every plant that will grow anywhere, in colder or warmer climates, will grow there, together with plants not found elsewhere. Hence a varied field study can be made within a short space. Elba is a bit larger than Staten Island; an automobile going at thirty-five miles an hour

could run around the rim of the island in two hours.

What is true of plants on Elba is to an extent the case with birds. Even in minerals it is a small world by itself, producing about all that it needs except coal which it brings from the mainland of Italy, ten miles across the strait. Not much coal is needed for heaters, however, for the lowest temperature is 40 degrees, and the other extreme is 90 degrees. An incidental fact of interest is that there are few horses and cattle on the island. The hotels serve goats' milk on the table and the butter is from the same source.

### America is Practical

The other day a German held his watch to the ear of an American and pressed a slide on the rim of his timepiece. The American heard the hour struck in a curious inside tinkle; then after a pause came the stroke of the quarter. At any time, when so mechanically directed, the watch gives the latest information to the ear in hours and quarters. The German confessed that his watch cost a good bit extra in initial expense and in upkeep; and the practical American was positive that he would continue to strike a match and look for the time.

"Yes," said the German, "there are lots of these on the other side, and other curiosities in watches are common. But here in America it is different; a fair-looking watch and an accurate timepiece is all that is wanted."

The European, and the Asiatic, too, combine fanciful utilities and also combine utility with ornamentation to a greater degree than do the Americans. Canes with fantastic handles, canes that develop daggers, Japanese pencils that turn into fans, are illustrations.

One feature of this difference in people has recently been made the text of a letter from our consul at Milan to automobile makers in this country. The Italians like the solid qualities of our cars and are buying them in quantities. But the trimmings do not suit. The bodies are too sombre, too business-like. They should be brighter, gay but not gaudy. The same is true of the upholstering, cushions, lamps and horns. Gay and impressive are the watchwords in catching the Italian trade. Our consul is a commercial agent and so does not follow the effect of these differing tastes into politics, society and religion.

### THE WHAT AND THE HOW

(Continued from page 58)

we wanted one, wanted to see it assayed; we could hardly sleep. He was a great teacher, which we all cannot be; but he got his results by the method I here advocate. He linked the isolated facts into a chain of illustration of some broad principle. He was a grand exponent of the how as the vivifying principle of the what.

Columbia University has organized a new Institute of Arts and Science in the way of university extension. It has already 1,135 students. The aim is to provide instruction for men and women eager to learn, but without the time for private research and instruction. The institute is a super-evening lecture system.

### DARKENING COUNSEL

The Bureau of Municipal Research of New York issues weekly "Efficiency Citizenship" leaflets with the purpose of "promoting the application of scientific principles to government." The information conveyed in these leaflets is generally fresh, direct and clarifying. We have come to look forward to them as to a matutinal shower, the reaction so generally has been pleasant and stimulating. We regret that No. 647 does not have such an effect upon us. We feel confused and dubious rather than pleased and stimulated. The part of the leaflet to which we refer reads as follows:

*"To Editors and School Men Outside of New York.*

"Please do not be misled regarding the recent censuring of New York's city superintendent of schools by the board of education.

"The point at issue was *not* freedom of speech, or freedom to attend citizen meetings, or even to talk about New York's school budget.

"The city superintendent was *not* censured for speaking at, or wishing to speak at, a meeting of civic agencies to discuss the school budget.

"The censure was for 'writing and circulating a letter' to the president of the board which, in the board's eyes 'was couched in terms which are an affront to the president and this board.'

"The proposed meeting was called for Monday, two days before the school budget was voted by the board; therefore before there was any budget to explain, and was called not to discuss but to explain the board of education's budget; with the city superintendent, various division heads were invited; the board which is officially responsible for the budget was not invited to attend or to send representatives to explain the budget; as one of the private agencies in whose name the conference was called we know that no slight was intended to the board, also that it is customary to invite department heads or their representatives.

"Four questions were raised by the president's request (not direction) to the city superintendent:

"1—Should employees of the board, of whatever rank, undertake to explain the board's budget requests before it had decided upon its budget requests?

"2—Should a public explanation of the board's budget be made by person of whatever rank when acting as representatives of the board or when acting independently?

"3—Should employees, acting as individuals rather than representatives, attend a meeting of citizens in school time without the board's permission?

"4—Is the best place to explain the school budget at school headquarters where the supporting data are, or in a private agency's office far from the records?

#### "Questions for Onlookers

"1—Is there a school man in the country who feels free to explain his board's budget estimate before the board has estimated?

"2—Do you consider that the facts above stated warrant statements that New York's school experts are being hampered and educational freedom endangered?

Doubtless we are dense, but, after patiently reading and re-reading this "application of scientific principles to government" we are obliged to confess that we do not understand the purpose or the effect of the application. If the purpose is to censure the New York superintendent, this purpose is but haltingly effected. If the purpose is something else, then that purpose is enveloped in a fog.

This 647th contribution to efficient citizenship may have been conceived in sincerity and truth, but its effect upon those who are not so immersed in New York school politics as to be sensitive to all shades of insinuation is merely to darken counsel.



## EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY  
CONDUCTED BY MONTANYE PERRY

### The Real Land of Christmas

If some benevolent person should step into a typical American schoolroom to-day and announce, "Children, I am going to take you on a journey to the real land of Christmas—the place where Christmas really comes from," what vision would spring instantly into those childish minds? A country covered with ice and snow, presided over by a fat, jolly, red-coated personage; a land flowing with sweetmeats and toys, studded with evergreen trees bearing fruitage of gilt stars and pink cornucopias; a land of jingling bells and madly dashing reindeer.

There is nothing quite so powerful, quite so lasting, as our first childish impressions of any subject. We have a suspicion that this conception of Christmas is not confined to the youthful mind. What does *the real land of Christmas* suggest to you, at first thought—the polar regions, or Bethlehem in the land of Judea?

Let us not quarrel with the Santa Claus myth. It is a harmless, innocent thing and does a generous share toward adding to the general peace and goodwill of the season. But a Christmas that is all Santa Claus and gifts, with no thought of the day's real significance, is worse than a Fourth of July that is all picnic and firecrackers and no Declaration of Independence.

Historically, Christmas day is the oldest, the most dignified, the most universally observed holiday that the world has ever known. As a matter of education, quite apart from its religious significance, every child should know something of the day's history. And this knowledge, to-day, is easily available, through the fascinating medium of the motion picture film.

Do you think we are over-enthusiastic on this subject? Go to a motion picture theatre where that wonderful film, entitled "From the Manger to the Cross," is being shown; watch those marvelous, thrilling scenes, true to history in every detail of costume and acting, taken in the exact localities where the actual events occurred, hundreds of years ago.

These are no faked scenes, no artificial stage settings that flash upon the screen, but the mountains and plains, the cities and seas, the streets and the towers and the temples of the veritable Holy Land. From the instant that the purr of the machine begins and the mountains of lower Galilee lift their peaks before us, we are suddenly transplanted into the land of long ago.

The little town of Nazareth nestles on the highest of these peaks, its narrow streets ranged like terraces, the flat roofs of its houses standing out distinctly against the calm sky. There are the terraced gardens, with gnarled, wide-branching fig trees meeting the feathery palms. Far to the southward

we see the bounding hills melt into the plain of Escalon. Just outside the town bubbles the old well whose waters have not ceased their flow, whose stones have lain unaltered while twenty centuries have crawled by.



From Nazareth to Bethlehem the scenes lead, along the banks of the Jordan, by the fords near Jericho, passing through the valley which, like a great amphitheater, sweeps up to the twain heights along which Bethlehem stretches, surrounded by fruitful vineyards and olive groves.



Night descends, the stars creep out to watch the silent hillsides where shepherds guard their flocks. We see the blaze of heavenly glory, we almost catch the songs of the shepherds as they make their way down the hills to the gates of the City of David. We follow them into the old kahn, across the rude flagstones of the court to the cave and the manger where lies a tiny babe.

Hundreds of scenes whirr by, every one perfect

in wealth of detail and reality. Here stretch the wide deserts, where three great camels with stately, turbaned riders are following the light of a blazing star; there rise the pyramids, silent sentinels of the ages, and the inscrutable face of the Sphinx stands out sharply against the sands. Familiar biblical names—Judaea, Galilee, the river Jordan, Capernaum, Nain, Bethany, the pool of Bethesda—emerge from their shadowy vagueness and stand out crystal clear in our understanding. Jerusalem unrolls, with its splendor of temples and towers, its palaces and its hovels, its teeming life, its flavor of ancient days, its Gethsemane, its Golgotha, its blood-drenched way of the cross.



When the last scene flickers out the spectator comes back to everyday life with a sense of having taken an actual journey. Only a favored few may enjoy a real visit to these far-famed lands; the thanks of the masses of humanity are due to the film manufacturers who have provided this satisfying substitute.

#### Mrs. Atherton Speaks Her Mind

In a recent number of Good Housekeeping, Gertrude Atherton breaks forth with what she calls "A small offering of dynamite for the woman who does not know the country or the world she lives in," entitled "To Mrs. Stay-at-Home." Every paragraph of the article is packed with direct, sensible truths and it has been difficult to single out any part of it for quotation.

"Women," says Mrs. Atherton, "are made cowards by creature comforts. I have known women never to go to Europe a second time because they could not stand the separation from the creature comforts to which they were accustomed. Home is the proper place for these women and it is a vast relief not to meet them and listen to their woes. But the real traveler cares little whether she has a morning bath in a long tub without turning the hotel upside down, or if she has to put up with the round tub six days out of seven. She cheerfully postpones such a modern indulgence as bathing (Roman style) and armed with a small dictionary, and a Baedeker, which gives the addresses of hotels and pensions to suit every purse, she starts off undaunted and often alone, to explore the wonder world of which she has dreamed and read all her

life. She travels 'third' from necessity, and so sees picturesque types and costumes that the rich never dream of; she goes to small but recommended hotels, sees how the natives live, and steepers her soul in the color of the country—a color not to be found in the great hotels designed for the rich, particularly for the American rich. Unless one does a certain amount of travel of this sort, one does not see Europe, but goes home with the impression that it consists of hotels, shops, picture galleries of an infinite weariness, and the Rhine.

#### Provincialism is Not Patriotism

"To anyone who watches the hordes of Americans in Europe every summer, it is almost incomprehensible that many more never come to Europe and never want to! Putting those too poor to think about it quite out of the question—and one must be poor indeed not to manage one trip to Europe in these days when there is a minimum to suit nearly every purse—there is the class of woman who cannot afford to travel in luxury and so will not go at all; the woman who can afford the luxuries of travel, such as they are, but who loves her own bed and bath far better than anything old Europe has to offer; the woman who is always homesick (almost the lowest type we have bred, because the most parasitic); and, the most objectionable of all, the woman who scorns Europe because she is "such a good American," i. e., is saturated in a provincialism she calls patriotism: the type that never reads a story in the magazines or a novel that is not American. I never meet one of these that I don't wish a law could be passed compelling every American woman to spend a year in Europe whether she liked it or not. It is this type of women that is a clog in the wheels of progress, that knows nothing of the world and is too conceited and self-satisfied to wish to, whose point of view is either atrophied or distorted, and who not only is one of the most appalling of the social bores but a distinct menace to the community.

"Everybody that visits Europe—and I am thinking of women particularly, as our men go seldom and remain briefly—should learn all she can about each country she visits and contribute her modicum to the progress of her own land when she returns. What were we in the first place but the children of Europe turned loose on a new continent?

#### See Your Own Country First?

"That is very commendable, but how many of those people do see their own country, first or last? It is possible that they visit Yellowstone Park or Yosemite Valley in the course of their lives, but of the sectional life and peculiarities of this great country what do they know? They are not the Americans they are so fond of proclaiming themselves, but easterners, westerners, often mere New Yorkers or Californians.

"What the women of the east should learn, at first hand, is that the west is packed with cities and towns often magnificent in appearance and with a good percentage of people as traveled as the traveled easterner, and also that the natural beauties of the west far excel anything the east can offer and are not often surpassed in Europe; and the women of

the west must learn that the east is not entirely composed of Fifth avenue, Broadway and Peacock alley. The spirit, the genius of the two great sections of our country to-day are as dissimilar as the old differences between the north and south; but we live in more enlightened days, and with far greater facilities for travel. There is no excuse for such absurd rivalry and distrust. If women are ever to achieve the solidarity which seems to be instinctive with men, let them devote themselves to the task of making their country really American, instead of encouraging the two great divisions to hiss at each other like Germans and Frenchmen. But only intelligent and leisurely travel will accomplish this."

### In Old Virginia

From Boston, New York and Baltimore cheap and satisfactory trips by sea may be made to the James river ports. In fact, these short tours are among the best of our coastwise voyages.

Daily steamers leaving New York in the middle of the afternoon are in Hampton Roads next morning soon after breakfast. The passage is not usually rough and the change of climate, especially in the winter and spring, is agreeable. On the southern trip the boats touch at Old Point Comfort; and there the traveler will usually elect to land. The attractions here, of course, are Fortress Monroe and the daily military parades.

By trolley from Old Point the places of interest that may be reached in a short time are the national soldiers' home, the Hampton school for negroes, and Newport News with its shipbuilding yards. The old soldiers are not an inspiring sight and the town about the home, Phoebus, is a collection of grog shops, thanks to the anti-canteen law. Newport News is a busy place which does not open its shipyards to visitors; but Hampton is worth while. The singing at the Sunday service is a feature. There is also a concert of old plantation songs during the week; this is excellent, but lacks something of the old-time flavor.

The trip up the James may be made in four ways—the northside or southside railroad, by day boat or night boat. The usual excursion tickets, which, by the way, are but a dollar more for the round trip from Old Point to Richmond, give choice of these four routes.

By taking the rail route from Old Point direct, the trip may be broken at Williamsburg. Here is the old south as undisturbed as possible. I will omit the recital of college and church as points of interest and urge a visit just for the air of southern grace and quietude. However, beware of the only respectable hotel—unless it has changed—and go on for the night to Richmond.

This is not a guide book article and the sights of Richmond are left to such essays. My advice, if you know the term "to mosey around," is, mosey around Richmond. However, carriage hire is not high; and a trolley trip, six miles, to the battlefield of Seven Pines costs a nickel.

The night trip back on the river is restful; the day trip—three days a week—has a deal of same-

ness, but reveals Jamestown, where there are few Jameses and no town; and the southside rail route has the attraction of coming to an end at Norfolk. Norfolk is a bit of north jammed into a deal of south. Thence one can get out to the sea beach by trolley and eat clams. The return steamer must be taken at Norfolk.

Now, what's to pay? Here is the way I once made the trip:

Excursion ticket, New York to Richmond.....	\$15.00
Lunch at Old Point.....	.75
One Meal, night boat to Richmond (one meal included in fare).....	.50
Lunch at Richmond.....	.50
Carriage, two hours.....	2.50
One meal, night boat to Norfolk.....	.50
Tips .....	1.00
	<b>\$20.75</b>

This sum, plus incidentals, is possible, since the ticket includes all meals and stateroom on ocean steamer, one meal and berth on river each way, and lunch on boat at Norfolk pier, if desired.

The time card of this trip would be, leaving New York on Monday:

Monday night—On the ocean.  
 Tuesday—Old Point and vicinity. Ferry to Norfolk.  
 Tuesday night—Norfolk to Richmond.  
 Wednesday—Richmond.  
 Wednesday night—Richmond to Norfolk.  
 Thursday—Norfolk and vicinity.  
 Thursday night—On the ocean.  
 Friday afternoon—In New York.

This trip may be varied at a small additional cost by rail return from Richmond or by boat return to Washington and rail thence.

I don't know of a much better coastwise trip for anything near the expense. At Easter time the boats are so full of teachers that, when you start to take a walk on deck, you instinctively raise your hand and ask, "Please, may I go out?" M. T.

Of all civilized peoples, American children have the shortest school day, the shortest school week, and the shortest school year, averaging, viz., five hours, five days, and thirty-six weeks. Much is to be said in favor of the short, high-pressure school day; but few in our cities would object to giving up Wednesday afternoon and taking Saturday morning for school work and adding all July to the school year, if we could arrange in such a way as not to work our teachers over thirty-six weeks in the new school year of forty-eight weeks. As it is now, the ill health of our class teachers due to overwork is precisely the worst feature of the American public school.

Texas has just held its annual State conference upon education, devoting this year an unusual amount of time to the question whether negro schools are as good as they should be—or even as good as the white schools.

The Catholics of Columbus, Ohio, are making open war against the election of five Socialists to the board of education, and are appealing especially to the women voters.

The high-school principals of Chicago have decided to ask that the school day be lengthened to a program beginning at 9 o'clock and ending at three-thirty, and that all major studies be placed upon a basis of five instead of four recitations per week. Can teachers and pupils stand this, in view of home-study requirements? It is highly doubtful.

Nashville, Tennessee, reports a school of 176 pupils under one teacher. Evidently, someone in authority was blind when the budget was made last Spring.



# CURRENT EDUCATIONAL LITERATURE

A SCHOOLMAN'S GUIDE TO ARTICLES WORTH WHILE

## THE NOVEMBER MAGAZINES

### The Froebel Fetich

An unorthodox kindergartner discusses in the Educational Review why after fifty years of trial the kindergarten is still not considered an indispensable part of the regular school system. She finds the chief reason for the failure in the rigid insistence on tradition, and the tendency to identify reverence for the cause with loyalty to the master. As a case in point she finds the gifts unfortunately named and not as a rule suited to the modern child.

It is really a matter of great regret that the kindergarten was founded by one man. I say this advisedly, realizing to the full the advantages that have come from such a beginning. But had the kindergarten come through a process of evolution, as the other phases of education came, we might be less averse to change. As it is, we seem to say that the last word on the education of the child from four to six years had been said when Froebel died. Instead of the last word being said, we have but spoken the prelude. All glory to Froebel that he took the first step. It is for us to continue and for future generations to finish.

### Consolidation

The problems of the rural schools are discussed in the Popular Science Monthly. The importance of this discussion is evident when it is learned that one-half the school population is still in the country schools. The one solution for lack of equipment, ill-trained teachers, large number of classes and general inefficiency is consolidation; particularly since country school instruction, poor as it is, often costs more per capita than that of the best city schools.

The greatest drawbacks to the furtherance of consolidation are the reluctance of communities to give up their district schools and to substitute a new order of things, and the lack of legislation to permit and encourage it. The few real difficulties, such as bad roads, great distances to be traveled, long hours away from home, and cold lunches, which have been urged against consolidation, are also met with by those who attend district schools, and are on the contrary partially solved by transportation. In Indiana improvement of roads is following fast in the wake of the consolidation movement. The installation of domestic science enables the schools to furnish warm lunches.

### The New Idea of the High School

A pertinent article on the teaching of agriculture in public high schools appears in the Craftsman. Sixteen years ago there was not one public high school offering such a course; now there are two thousand, besides hundreds of private schools and colleges. The introduction of this new feature has been decidedly beneficial to the schools; the attendance has increased; the school work has assumed a more business-like air since it deals with real problems; and the relations between teachers, pupils and parents have become closer and more sympathetic.

A new conception of high schools is growing apace with the development of vocational courses in these in-

stitutions. People are coming to see in them possibilities for service to all members of the community, to the students in the school, the parents at home, the young people who have left school, and the teachers in neighboring elementary schools.

Boys' and girls' club work has been successfully conducted and supervised by the teachers of agriculture and home economics in public high schools. These teachers have also performed useful services by visiting rural schools and helping the teachers in them to give instruction worth while in nature study and elementary agriculture.

### Taking Stock

In "A Revolution in Education and its Cause," Lippincott's, Leonard P. Ayres discusses the advance in school hygiene which has been made during the last thirteen years. At that time eight cities in America had systems of medical inspection in their public schools. To-day the number of such systems is over seven hundred. There was then no city in the world which employed a school nurse or dentist. To-day one hundred and two American cities employ corps of nurses, and sixty-nine cities employ school dentists.

This striking advance, he thinks, is due to three of the strangest allies that ever contributed to the work of social reform: the contagious diseases of childhood, the backward child and the tubercular child.

The human race will be a better race because of the lessons that have been taught us by the child having contagious disease, the backward child, and the tubercular child. Because of these lessons, the youth of the future will attend a school in which health will be contagious instead of disease, in which the playground will be as important as the book, and where pure water, pure air, and abundant sunshine will be rights and not privileges. He will attend a school in which he will not have to be either truant or tuberculous or delinquent or defective to get the best and fullest measure of education.

### Concerning an Exceptional Child

To make the improbable seem probable, to write of the uncommon so that the reader imagines he has often noted the like of it—that is high art in fiction. Amy Wentworth Stone displays this artistic skill in her story, Capital Punishments, in Atlantic. It is decidedly worth reading and restores confidence in the midst of the general degeneration of the magazine short story.

In the same number of the Atlantic Abraham Flexner writes of the medical school of Germany.

In what ever medical school an American student may graduate, he rarely seeks further opportunity elsewhere in his own country. . . . They all go to Germany if they can. A lay interpretation of these facts may be of course wholly mistaken. The students here in question may go to Germany because it is, or has been, the fashion; or, after their strenuous exertions, they may need the rest and change provided by a sea voyage. Until, however, eager foreigners begin to flock to American schools for the purpose of continuing their studies, it is extremely likely that the one-sided movement of American students to Germany will be construed by laymen to mean that they find something there which is not found . . . in the medical schools of their own land.

## BOOK REVIEWS

### Mathematics

**Advanced Algebra.** By Joseph V. Collins, Ph.D. 352 pages. Price \$1.00. American Book Company, New York.

This book is divided into three parts. The first part consists of a review of the fundamental operations of elementary algebra, so necessary as every teacher knows to satisfactory progress in more advanced work. The second part covers the ground usually known as intermediate algebra, and the third part treats of the usual topics of advanced algebra, such as the general theory of equations, determinants, etc. Following the modern trend, a large number of informational problems are given, and the algebraic work is correlated with geometry, arithmetic and science.

**Principles of Bookkeeping and Farm Accounts.** By J. A. Bexell and F. G. Nichols. Script Illustrations by E. C. Mills. 180 pages. Price 65 cents. American Book Company, New York.

This pioneer book teaches a system of keeping such accounts as are valuable to farmers and deals only with the commodities and conditions of farming. To accompany the text-book a set of blanks is also published in which the pupil is to work out the operations specified in the text-book. Though only recently published, this book has already been adopted for exclusive use in Oregon for a term of six years, and we recommend it to the hundreds of schools that are introducing the teaching of agriculture in one form or another throughout the country.

**Essentials of Business Arithmetic.** By George H. Van Tuyl. 272 pages. Price 70 cents. American Book Company, New York.

A condensation of the author's former and larger arithmetic, the modifications being in the line of omitting the more difficult and advanced topics and of making the book more practical. The new topics introduced include tallying, estimating, farm problems, domestic parcel post and an important new feature, a comparison of common food products accompanied by a series of exercises to determine the value of given foods as tissue builders and energy producers.

**The Pupils' Arithmetic.** Book Six. The Complete Arithmetic. By James C. Byrnes, B.S., Ph.M. Julia Richman and John S. Roberts, A.M., Pd.M. 432 pages. Price 50 cents. The Macmillan Company, New York.

This is the last book of the series which has already been noticed in these pages. It is designed for grammar grades with special emphasis upon the work of the seventh and eighth years. Like the other books of the series, it eliminates obsolete terms, processes and problems; presents the short processes sanctioned by commercial usage, and forms of bills and accounts in accord with current practice.

**Teaching of Arithmetic.** By David Eugene Smith. 12mo, cloth. 196 pages. Illustrated. 1.00. Ginn and Company, Boston.

A book which will furnish new ideas to teachers. The short chapter on the history of arithmetic, with its numerous illustrations, is full of suggestions. The reasons for teaching arithmetic are given in a clear and concise form, with emphasis on one point: "Whatever pretends to be practical in arithmetic should really be so. To set up a false custom of the business world is as bad as to teach any other untruth." The book is not concerned with the explanations of mathematical processes or little devices, but seeks to develop the larger phases of the subject in a non-technical style that will appeal to the reader.

**Farm Arithmetic.** To be used with any text-book or arithmetic, or without. By Charles William Burkett, Editor American Agriculturist, and Karl Dale Swartzel, Professor of Mathematics, Ohio State University. Illustrated. 280 pages. Price, \$1.00. Orange Judd Company, New York.

### Literature and Readers

**At the Open Door.** By Louise Robinson. Illustrated by Clara E. Atwood. 168 pages. Silver, Burdett and Company, New York.

Probably the open door is meant to lead to storyland. The lessons are too difficult for the first year, but would make good supplementary reading for the second. The subject matter ranges from apples and the way they grow, and maple sugar making, to Spring games, picnics and camping. There are poems from Blake, Lowell, Longfellow, Jane Taylor and others. The vocabulary is varied, the appearance of the book and the illustrations very attractive.

**Little Dreams for Primary Grades.** By Ada Marie Skinner and Lillian Nixon Lawrence. Illustrated. 176 pages. Price 35 cents. American Book Company, New York.

The subjects of these simple lessons in dialogue are fables, fairy tales and moral tales. Some of these are taken from such authors as Kate Greenaway, Lord Houghton and Laura E. Richards. The fables are oriental. Poor Aesop gets no credit for belling the cat, India none for The Tiger and the Brahman, nor Grimm for Hans and Gretchen. In all there are thirty-seven dialogues.

**The Direct Method of Teaching English to Foreigners.** By Isaac Price, A.M. Book 1. 144 pages. Price 45 cents. Frank D. Beattys and Company, New York.

Another book to help make American citizens of foreigners. Lessons include drills in phonics, conversation and reading. It develops a vocabulary for various activities. The writing lessons are utilized to encourage good morals and a cheerful spirit. One might criticise a detail here and there,

but what's the use! None of these books is perfect. This is good.

**Stories of Our Holidays.** By Isabel M. Horsford. Illustrated. 118 pages. Silver, Burdett and Company.

This reading book for little folk tells the meaning of Labor day, Columbus day, Election day, Thanksgiving day and the others. It has lessons also for such days as Hallowe'en and Valentine's day, indicating the significance of these days is not given. There are from six to twelve new words in a lesson. As in all primary grade reading matter, the style is rather abrupt. The pictures, as varied as the subjects, include Dutch windmills, Bunker Hill monument and Woodrow Wilson at the ballot-box.

**American Heroes from History.** By Inez N. McFee. Illustrated. 262 pages. Price 75 cents. Flanagan Company, Chicago, Illinois.

This book acquaints children of, say, twelve years, with fifteen great Americans, from Miles Standish to Peter Cooper. That they are not all heroes of battle may be seen in the names Morse, Eads and Cooper. The narrative is interesting, but the need of the six pages of notes at the end doesn't appear, the facts there given being of a nature to be included in the narrative itself.

**Moran's Kwahu, the Hopi Indian Boy.** By George Newell Moran. Cloth, 12mo, 237 pages. Price 50 cents. American Book Company, New York.

A supplementary reader for the sixth school year; this book gives the manner of life and the art and industries of the Hopi Indians before the coming of Coronado to Zuni in 1540. Kwahu is a fearless, likable leader of his fellows, the son of Kokop, a chief. In his thrilling adventures lies the principal interest of the book. By the way, however, there is plenty to learn of the trading and hunting, the ceremonies, wars, superstitions and legends of the Pueblo life.

**Lippincott's Fourth Reader.** By Homer P. Lewis and Elizabeth Lewis. 360 pages. Price 60 cents. J. B. Lippincott Company, Philadelphia.

Readers with newer content than those we were familiar with are many in these days. Lippincott's Fourth Reader provides, for children of ten or eleven years, tales of wonder, of adventure and of history. There are stories from "At the Back of the North Wind," "The Princess and the Goblin," "The Mill on the Floss," "Tom Browne," "Gulliver," and "Treasure Island." The history is of Alfred and William the Conqueror. The verse is simple, being taken from Stevenson, Mary Lamb, Lucy Larcom and Jane Taylor. Simple definitions of unfamiliar words are to be found at the end of each lesson; also a brief account of the author of the selection.

**English Literature.** By Rueben Post Halleck, M.A.. LL.D. 200 illustrations. 562 pages. Price \$1.30. American Book Company, New York.

A readable and instructive history of the literature of Great Britain. Its unifying purpose is to show that the same sturdy race ideals are to be found in the latest as in the earliest literature

of the great nation. The history is brought down to our time, and includes sketches of the work of such modern writers as Conrad and Galsworthy, Yeats, Masfield, Fiona, Macleod; Pinero, Shaw and Phillips; Synge and Lady Gregory. The quotations from all kinds of books are likely to stir the student's curiosity; and the suggestions for further study point out the best in literature and criticism.

**The Facts About Shakespeare.** By W. A. Neilson and A. H. Thorndike. Cloth, 12 mo. Illustrated. 60 cents. Macmillan Company, New York.

No truthful life of the man whom the world accounts as displaying in his literary work the largest knowledge of human nature ever possessed by any man is pleasant reading. Little is accurately known of him; most of that little is distasteful to the modern conscience. He had spanned nearly all the ranges of good and of evil. In a way, his life of vast experience was a vicarious sacrifice that he might tell man what he is. He had to live as he did and to be what he was that he might become, as Dryden called him, "of all Moderns, the largest and most comprehensive soul." This small work is about as near perfection as any author's may come who seeks to make the best of the truth about William Shakespeare. It contains nearly all the proven facts, including recent discoveries, and is temperate, lucid and profitable. It is well printed and remarkably low-priced. Every Shakespearean enthusiast and every student of English letters should possess it, first as an interpretation of the man, and, second, for its admirable appendixes, showing ample scholarship well digested.

### Science

**Essentials of Physics.** By George A. Hoadley, C.E. Sc.D. Professor of Physics in Swarthmore College. 556 pages, with 558 illustrations and diagrams. Price \$1.25. American Book Company, New York.

This is a creditable revision of the author's "Elements of Physics." The subject matter is marked by a wholesome combination of the things one should know in physics and the relation between physics and everyday life. The latter is emphasized by an increased number of illustrations of familiar things for which the physics teachers have long waited, and by questions and problems dealing with actual and practical physical phenomena. In this day, when the tendency seems to be to emphasize the human relation to environment as the primary theme in every kind of course in science, it is a satisfaction to note a high-school text which makes a combination of the essential principles of physics and their application to life which is sound and not extreme. The typography and illustrations have been attractively improved.

**The Teaching of Geography in Elementary Schools.** By Richard Elwood Dodge and Clara Barbara Kirchwey. Rand McNally Company, Chicago.

Plainly and directly the authors proceed to say what good geography is, and then how to teach such geography. As the title states, it is a book for the teachers of elementary grades; but that state-



ment need not deter the high-school instructor from the profitable reading of the treatise. Suggestive topics are: the relation of geography to other subjects in the curriculum, the use and misuse of maps, collateral reading, and the use of equipment. To the application of the suggestions under these topics an appendix lends substantial aid.

**School Hygiene.** By F. B. Dressler. \$1.50. Macmillan Company, New York.

The author of this new handbook, or text-book, on school hygiene, Doctor Dressler, is the specialist in school hygiene of the United States Bureau of Education, and has had scientific training and wide experience in this subject. The author's purpose is to set forth in a simple and untechnical way some of the hygienic requirements of school life, and to suggest, whenever it seems necessary, how these requirements may be put into practice. There is no attempt at an exhaustive treatment of any phase of school hygiene. The purpose has been to select the most important topics and to deal with them in as simple a manner as is consistent with truth. It is not written for specialists in school hygiene, but for teachers.

In general, it may be said that the information conveyed is accurate and at the same time is presented in an attractive form. The author seldom dogmatizes, but at the same time manages to present an impressive body of hygienic truth. The author, however, has failed, as all other writers upon this subject have failed, to make either a first-rate handbook for teachers, or a text-book for normal school or university classes. As a handbook for teachers it is only partially successful, because it devotes altogether too much space to the consideration of mere engineering matters over which the teacher has no control, and not enough space to many topics over which the teacher does have some control; for example, there is no chapter upon the health of the teacher. As a text-book it is better than any of its predecessors, but is not sufficiently exhaustive in the treatment of certain topics to be entirely satisfactory in this capacity.

**Educational Administration.** By George Drayton Strayer and Edward L. Thorndike. The Macmillan Company, New York.

The purpose of the book, as intimated by the authors, is to "enable students of education to learn some methods and results of recent scientific studies of school administration." The book is frankly a compilation of thesis work done in the Teachers' College, Columbia University, in the application of quantitative methods to administrative problems. All the material in the book consists of quotations or summarizations from the afore-said source.

There are five main divisions: Part One, studies of the students; Part Two, studies of the teaching staff; Part Three, studies of the organization of schools and course of study; Part Four, means of measuring educational products; Part Five, studies of school finance. There are 144 statistical tables, a bibliography and an index.

The book is useful and valuable, but it is a mis-

nomer to call it educational administration. It is merely a collection of studies of certain phases of educational administration. Some of the material is vital and valuable, some is "indifferent well," some worthless. Notwithstanding its limitations, this book is a necessity for every student of school administrations.

**Youth and the Race.** By Edgar James Swift. Charles Scribner's Sons, New York.

Youth and the Race is a kind of pedagogic gadfly for such teachers as like to sit still. The following comments by some high-school teachers who have read the book are perhaps as good a form of review as could be given:

"His conclusions are too sane and too practical to be of interest to traditional pedagogues."

"His deductions are too happy and too easily reached to inspire the faith of hidebound teachers."

"One feels real pleasure in realizing the author's youthful interest in the race; this realization gives one a hopeful reassurance that some day humanity will be considered individually. One is cheered also by the thought that individuality in teachers may, at some time, not make such teachers outcasts."

"When the last page is turned, one feels that instead of vague and hazy suggestions, which are so often the residuum left after reading a pedagogical book, there are left definite, practical ideas, both as to methods and results."

Evidently a book worth reading.

**The Teaching of Spelling.** Riverside Educational Monographs. By Henry Suzzalo, 129 pages. \$60. Houghton, Mifflin Company, Boston.

The place of the Riverside Series in American education is now too secure to make the question of the value of any one publication of any special importance to the success of the series. Many of the issues are invaluable. This issue cannot be so regarded, yet it is far from being a poor booklet. The trouble with it is too much front door and entrance hall. It is not scaled out rightly. The preface by the author and introduction, contributed by Doctor Frank McMurphy, who evidently has nothing to say about the subject, are all beside the mark, though true enough. The middle chapters—IV, V and VI—are very good, as are two of the others. The condition seems to be that the author has produced an epitome of what might have been a real contribution. As it is, the book is worth reading, and some chapters are worth knowing. The main proposition is strictly true: teach but few words per day. Like several other books that might have been great in quality, whether small in size, or large, there is an air of inconclusiveness apparently due to lack of decisiveness of mind that is unfortunate. A severer criticism of the text in manuscript would have resulted perhaps in a less professorial but more convincing product.

**The Morning Exercise as a Socializing Influence.** By the Faculty of the Francis W. Parker School, Chicago. Price 35 cents. Pages, 198. The F. W. Parker School, Chicago.

To the school visitor a generation back Colonel Parker's morning exercises at the Cook County Normal school were a specially enjoyable experience. It is good to have a record of what this work has

led to. The material included represents all grades, from the kindergarten through the high school. There are introductory sections on the history and the purpose of the morning exercises. There has appeared no other report in this important field approaching in completeness and clearness of statement and range of suggestiveness what is here given.

**Your Child To-day and To-morrow.** By Sidonie Malzner Truenberg. Lippincott, New York.

Bishop Vincent, in a foreword to this book, calls it "an exceptionally sane, practical and valuable treatment of the problem of problems suggested by our present American civilization, namely: the training of the on-coming generation—the new Americans—who are to realize the dreams of our ancestors concerning personal freedom and development in the social, political, commercial and religious life of the Republic."

There are chapters on "The Stork or the Truth," "The First Great Law," "The Problem of Punishment," and other topics of concern to those who are living with children.

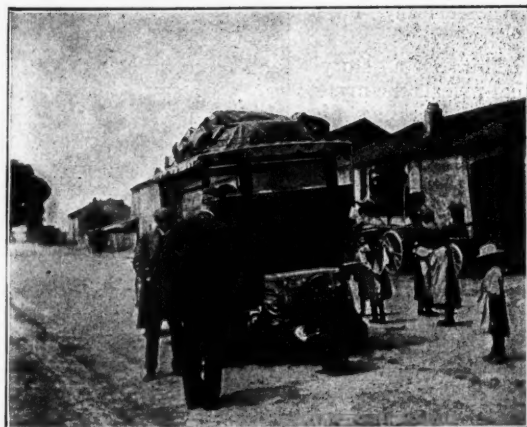
### Holiday Books

**Sand Dunes and Salt Marshes.** By Dr. Charles Wendell Townsend. Fully illustrated. Price, \$2.00. Dana Estes & Company, Boston.

All lovers of the seashore will be highly interested in this book. It is written in a popular style with charming description of scenery and also contains many scientific facts. Sand dunes, their forms and growth; snow and ice formations in winter; the story told by animal tracks in the sands; shore vegetation, and many other interesting features are fully given in this book.

**Old Countries Discovered Anew.** By Ernest Talbert. Illustrated, with colored frontispiece. Boxed, \$1.50 net. Special Tourist's Edition, bound in leather, \$1.75. Dana Estes & Co., Boston.

This is an interesting book of travel. The au-



VIONVILLE: GIVING UP THE GERMAN NUMBER TAG. (P. 314.)

thor describes the country as seen from an automobile, and gives accounts of Holland, Germany

and France, three of the most interesting countries of Europe. One gets a new idea of the countries visited by the author for he goes out of the beaten railroad path.

**The Twins of Suffering Creek.** By Ridgewell Culum. Price, \$1.25. George W. Jacobs & Co., Philadelphia.

This is a western tale of the gold-mining region, in which is chiefly concerned the raising of twins, aged four, whose mother, a woman of a fickle nature, bolts and leaves the father with this burden. The miners form themselves into a syndicate to furnish aid, all of them being quite as inadequate as the father, and their various endeavors end in failure. The father, however, is willing to take back his wife, whatever her faults may be. The leader of the syndicate succeeds in finding and restoring her to both father and twins.

**Christmas Tree House.** By Mary F. Leonard. Price, \$1.50. Thomas Y. Crowell Company, New York.

This story is a sequel to "Everyday Susan" and we predict it will have an even larger patronage than did its predecessor. The doings of Susan Maxwell and Holliday Heywood in their romantic



"Christmas Tree House," surrounded by a circle of boy and girl friends, their merrymakings, misadventures at school, and the many other surprises of this tale will be enjoyed by the readers.

**Camp Brave Pine.** By Harriet T. Comstock. Illustrated. Price, \$1.25. Thomas Y. Crowell Company, New York.

This story will be welcomed by all girl camp-fire enthusiasts, and they will appreciate the experiences of the Camp Brave Pine girls at an abandoned farm in New Hampshire. A perusal of the happenings

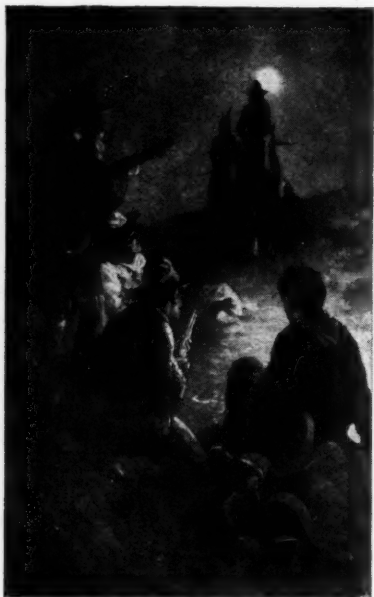


THE LIGHT WHICH HAS BEEN GIVEN  
TO ME WHISPERED MARGARET THE  
SIRE TO PASS UNHINDERED TO OTHERS

and healthy outdoor life as told in this narrative will liven a winter's evening.

**Treasure Mountain.** By Edwin L. Sabin. Illustrated. Price, \$1.50. Thomas Y. Crowell Company, New York.

A book for boys from eleven to fifteen years of age. It tells of further adventures of Phil Ma-



cowan and Chet. Simms, depicted by this author in the "Bar B" series. The experiences in the Rocky Mountain mining camp, and the hunt for the Lost Park region will hold the attention of boy readers.

**Glooscap, the Great Chief, and Other Stories;** By Emelyn Newcomb Partridge. Cloth, illustrated, \$1.25 net. Sturgis & Walton Company, New York.

A good story-telling book of tales of varied types ready for the telling. It is appropriate for the private library of kindergarten and grade teachers, and contains tales of the forest, animal stories, fairy tales and the legend of Glooscap, the great Indian chief.

**The Pipes of Clovis.** By Grace Duffie Boylan. Illustrated. Price, \$1.00. Little, Brown and Company, Boston.

This is an interesting story for children from the ages of nine to fourteen and deals with the fairy romance of Clovis, who lived in the twelfth century. Clovis' father was a forester and much of the young boy's life was spent in the woods with the wild animals for his playmates. Before the end of the story we find him saving his country from an invading army through his knowledge and friendship with the creatures of the forest.

**Laddie: The Master of the House.** By Lilly F. Westelhoeft. Fully illustrated. Price, \$1.20. Little, Brown and Company, Boston.

This is a story for lovers of animal story life. Laddie is a wonderful Scotch collie and the story deals with his exciting adventures while keeping guard over the children and the animals on the farm.

**The Freshman Eight.** By Leslie W. Quirk. Illustrated. Price, \$1.20. Little, Brown and Company, Boston.

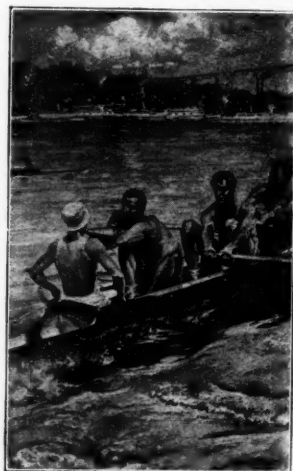
This second volume of the Wellworth College Series is a story of character school life and athletics. The principal sport embodied in this story is rowing. It abounds in exciting experiences and culminates in the annual Poughkeepsie regatta.

**Donald Kirk: The Morning Record Copy-Boy.** By Edward Mott Wooley. Price, \$1.20. Little, Brown and Company, Boston.

This is a story that reveals the mysterious workings of a big city newspaper office. Donald is a copy-boy at the beck and call of the city editors and reporters, but is ambitious to become a newspaper man. Most of his exciting experiences take place while he is accompanying the star reporters in search of new stories.

**A Line o' Cheer for Each Day o' the Year.** By John Kendrick Bangs. Price, \$1.25 net. Little, Brown and Company, Boston.

Mr. Bangs has written a verse for each day of the year, humorous, grave and philosophical, each with a fine thought and a word of how best to bear the trials of life. The broad vision, humor and optimism will be appreciated.







## Teaching is Nerve-Exhausting Work —Sanatogen Helps Restore Health and Strength

**Sir Gilbert Parker, M. P.**, the eminent novelist-statesman, writes from London:

"Sanatogen is to my mind a true food- tonic, feeding the nerves, increasing the energy and giving fresh vigor to the overworked body and mind."

**Colonel Henry Watterson**, the famous editor, writes:

"I feel I owe it to truth to state that I have made a thorough trial of Sanatogen and that I have found it most efficacious and beneficent. I do not think I could have recovered my vitality, as I have done, without this Sanatogen operating equally upon the digestive organs and nerve centers."

**Arnold Bennett**, the famous novelist, writes:

"The tonic effect of Sanatogen on me is simply wonderful."

**Hall Caine**, the dramatist, writes:

"My experience with Sanatogen has been that as a tonic nerve food it has on more than one occasion benefited me."

**Richard Le Gallienne**, the distinguished poet-author, writes:

"I have made two extended trials of your Sanatogen during periods of mental fatigue, and each time derived great benefit from its use. Several times I have found myself wondering why I was feeling more 'fit' and then remembered that I was taking Sanatogen."

**T**EACHING is one of the world's most exhausting professions—and the prolonged mental concentration and nervous strain often shows in nerve starvation. Starved nerves are reflected in irritability, sleeplessness, indigestion, loss of appetite and inability to concentrate. Turning for temporary relief to artificial stimulation through drugs and alleged tonics ultimately means even greater exhaustion.

In such nerve crises, men and women giving freely of their mental and physical selves—have found real help in Sanatogen—remarkable food- tonic. And thousands have written of their satisfying experiences. Sanatogen was designed to overcome the effects of nerve starvation and its attendant ills. Its formula of purest albumen and readily assimilated organic phosphorus furnishes just the needed food elements for exhausted nerves—revitalizing them, and through a stronger nervous system toning up digestion, improving appetite and invigorating the mental and physical equipment generally.

As a further evidence of Sanatogen's real worth you have the written endorsement of over 18,000 practising physicians who tell of its remarkable revitalizing effects at the bedside of patients, in hospitals, even in their own homes and in their own cases. And this ethical endorsement reached a triumphant climax at the recent International Medical Congress, in London, when the jury awarded Sanatogen the Grand Prix, Sanatogen alone of all food preparations exhibited receiving this highest of all awards.

Consideration of what Sanatogen is—and what it has proved by results must inevitably suggest it as the logical food- tonic for you.

**Write for a Free copy of "Nerve Health Regained"**

If you wish to learn more about Sanatogen, before you use it, write for a copy of this booklet, beautifully illustrated and comprising facts and information of the greatest interest.

*Sanatogen is sold by good druggists everywhere, in three sizes, from \$1.00*

**THE BAUER CHEMICAL CO.,  
25-W Irving Place, New York**

**Twilight Town.** By Mary Frances Blaisdell. Fully illustrated. Price, 60 cents. Little, Brown and Company, Boston.

This is a story that will be understood by boys and girls of from six to nine years. The author brings the toys and the inhabitants of Noah's ark to life and exciting things happen.

**Henley on the Battle Line.** By Frank E. Channon. Illustrated. Price, \$1.50. Little, Brown and Company, Boston.

This is the fourth volume of the Henley School-boys' Series and continues the life of Roger Jackson in India, where he joins the army as a war correspondent.

**The Hon. Mr. Tawnish.** By Jeffery Farnol. Illustrated. Price, \$1.00. Little, Brown & Company, Boston.

In this love story the author places before the hero the necessity of accomplishing three extraordinary tasks in order to win the girl he loves. The plot is well laid and, of course, the hero wins out.

**Every Boy's Book of Handicraft, Sports, and Amusements.** By Chelsea Curtis Fraser. Illustrated. Price, \$2.00. Dana Estes and Company, Boston.

This book is a companion to *Three Hundred Things a Bright Girl Can Do*. The plans and information are clearly given and will assist in the development of brain, ear, eye and limbs of the young reader.

**Practical Sewing and Dressmaking.** By Sara May Allington. Illustrated. Price, \$1.50. Dana Estes and Company, Boston.

This is a comprehensive book, the result of years of practical experience. The information is given in clear understandable language for the benefit of the beginner, and will be found of assistance to those seeking to establish themselves in the dress-making business. The cost of material, labor, as well as the patterns shown, will be found helpful to the amateur as well as the professional.

**Peggy Raymond's Vacation.** By Harriet Lummis Smith. Illustrated. Price, \$1.50. Little, Brown and Company, Boston.

This is a story narrating the stirring events which occur to a party of girls on a summer's vacation. Peggy is the life of things, invents the amusements, brings two village natives to a higher realization of life and starts them on the road to better things.

**In the High Valley.** By Susan Coolidge. Illustrated. Price, \$1.50. Little, Brown and Company, Boston.

This story, which is the fifth in the *Katy Did* Series, is intended for girl readers of ten years and upwards, and will be found equally as interesting as the four previous books by this popular author. The beginning of the narrative deals with the North Devon coast in England, after which the scene is laid in the western portion of the United States—in the High Valley, a nook in the Rocky Mountains, where the story treats of western life and many adventures which will entertain the girl reader.

**Women's Club Work and Programs; or First Aid to Club Women.** By Caroline French Benton. 323 pages. Net, \$1.25. Boston. Dana Estes and Company, Boston.

One wonders whether club women have met with

universal accident; also why the inside and the outside title of the book should be different.

Apart from these questions it's plain sailing. The book tells how to be club women: how to organize, how to prepare a typical paper, what subjects are the proper thing in literature, history, art, nature, child study and matters of civic interest. The programs are so carefully laid out that there's nothing left to do but draw lots for papers and get out the cyclopedias and magazine files.

**"My Boy and I."** By his Mother, Christine Terhune Herrick. 278 pages. Net, \$1.00. Dana Estes and Company, Boston.

The author says that, although the book is in no sense autobiographical or biographical, many of the incidents occurred in her own family or in that of friends and relatives; a few of the situations are pure fiction. She tells what a mother may do to make boys gentle, polite, wise, capable, self-reliant; also how she may reconcile herself to developments that she has not foreseen.

**"Pollyanna."** By Eleanor H. Porter. 310 pages. \$1.25 net. L. C. Page and Company, Boston.

A story for girls. Pollyanna is an unwelcome responsibility thrust upon a rather unyielding aunt. Her sweetness and helpfulness make her dear to all the town, and finally melt Aunt Polly's heart, and marry her to the lover of her youth.

**"Ned Brewster's Bear Hunt."** By Chauncy J. Hawkins. With illustrations from photographs by the author. \$1.20 net. Little, Brown and Company.

This hunt is the kind with the camera. In the bear country Ned makes friends and camp helpers of as many of the woodfolk as possible—photographs them, too, even the big bears. Brought to the city, the bear cubs make excellent playmates and nurses for a real baby boy. Then they grow obstreperous under the restraints of civilization and have to be sent to a zoo.

**"Clover."** Susan Coolidge, author of "The New Year's Bargain," "What Katy Did," etc. \$1.50. Little, Brown and Company, Boston.

The story begins with a wedding in the family—Katy's wedding, the bride specially concerned in sending cake to all the poor folk in town, and in reading letters from everybody known to the readers of the *Katy Did* books. Then Clover is whisked away to the Rocky Mountain country with a sick brother and a strange chaperon. Then there is Clover's love-story, which you must read for yourself.

**"The Little Master."** By Laura E. Richards. Illustrated. 108 pages. Net, 50 cents. Dana Estes and Company, Boston.

Miss Richards has managed to give a number of the stories of the Scottish ballads in a framework. This is the story of a boy and girl of the lowlands long ago. They love the tales of Valentine and Orson, Hynd Horn, The Jolly Goshawk, Coomy-doo Tamlane and all the others, told to them by John, the Smith; Ovona, the nurse; Leezie Lindsay, the dairymaid, and their lady-mother. There is also the adventure of the little Master of Morven himself, who in true ballad style helped his father out of Percy's dungeon.

## The Final Word in Typewriter Efficiency

has been written by the

# UNDERWOOD

Operated by Margaret B. Owen at the unprecedented rate of 125 net words a minute for one hour, it wins, for the eighth consecutive year, possession of the

**Thousand Dollar  
Silver Trophy Cup**

# UNDERWOOD

"The Machine You Will Eventually Buy"

**Underwood Typewriter Company**

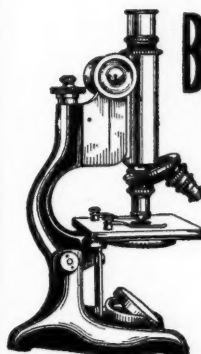
Incorporated

**UNDERWOOD BUILDING, NEW YORK**

Branches in All Principal Cities

## Stimulate Interest in Science Study

The more our curiosity is touched, the more anxious we are to learn. Botany, Zoology and Physiology are made subjects of absorbing interest through the revelations of the microscope.



## Bausch<sup>and</sup> Lomb Microscopes

merit your consideration as instruments of high optical efficiency, mechanical accuracy and durable construction. They are the product of a company whose experience covers every phase of optical manufacture and are reliably built and reasonably priced.

Model F-2—\$31.50 (illustrated) fulfills school and college requirements perfectly. Special terms to educational institutions. Write today for our catalog on School Equipment.

**Bausch & Lomb Optical Co.**

410 ST. PAUL STREET, ROCHESTER, N. Y.

New York

Chicago

Washington

San Francisco

# Movable School Seats



Model B

are rapidly being recognized as the up-to-date, present day seating. They permit the clearing of the floor for exercises, night school and social center work, etc. The

**Moulthrop Movable and  
Adjustable School Chair**

is the best seat of this type on the market. Let us prove it to you. Drop us a card for particulars.

**LANGSLOW, FOWLER CO.**

=

**ROCHESTER, N. Y.**



### WHAT IS A SCHOOL GRADE?

A large part of the errors and misunderstandings that unfortunately prevail in American schools, public and private, respecting grading and promoting pupils is due to a false theory as to the nature of grades and to sheer ignorance of the nature of mind as a body of ideas more or less organized. It may be profitable to consider the case systematically, analyzing its features and diagnosing them accordingly.

Perhaps, by a diagram or two, we can get the case before the mind analytically.

To begin with, then, a grade represents either a level floor of knowledge or a part of the ascent up the road. It makes a deal of difference which we think it is. Let us present a choice. We may assume that on January fifth a child knows so much and January sixth so much plus something more. He has learned a little or perhaps much in the course of twenty-four hours. Yet he still remains probably a grade first or a grade fifth or a junior high school pupil. He has, therefore, either enlarged his field of knowledge upon the level floor of that grade or else passed one or more steps up the ascent of the road.

When we think of his gain in knowledge according to the first of these two views, we are likely to infer that there is a deal of difference between this child and one a grade-year—or a grade-half-year—above or below him. We are also likely to infer that the difference between the grades is gained by a ladder-process in which he gets up by several rungs of examination, written or oral or both.

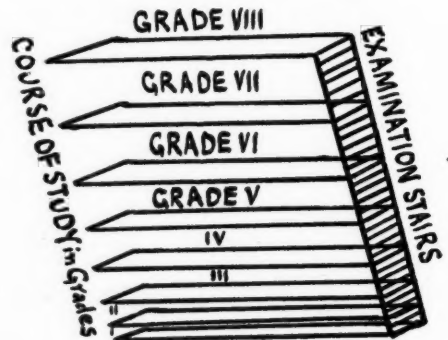
When we think of his gain in knowledge according to the second of these two views, we are likely to infer that while there is a deal of difference between him and a pupil a grade lower or higher, nevertheless this difference is gained by no ladder-process of examination at all but simply item by item of the day's work.

It may help if we will place our hypothetical pupil, first, upon June twenty-fifth, the last day of school in, say, grade six, and, second, upon September third, the first day of school in, say, grade seven. He has been promoted. But in truth he is no more promoted from June twenty-fifth to September third than he was promoted from January fifth to January sixth.

Since the calendar was discovered by our natural arithmetical faculty, it has been the fashion of modern human nature to celebrate birthdays. One day the child is ten years eleven months twenty-nine days old; the next day he is eleven years old. He has had a birthday. Now he feels a year older, though in truth he is but one day older. In the same way one day he is fifth grade nine months nineteen days; the next day he is sixth grade. He has had a glorious promotion day. He feels wiser, though in truth he is but one school day wiser.

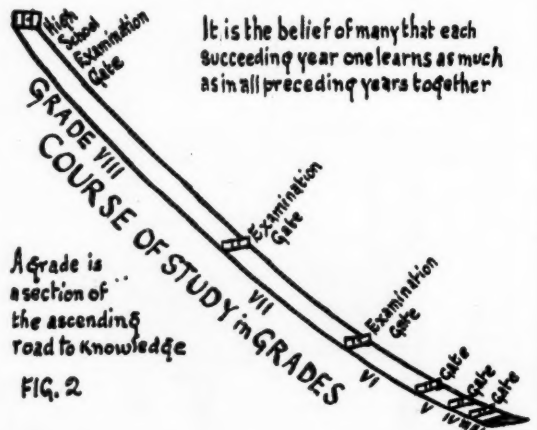
It is desirable to recognize another feature of the situation. According to some, who perhaps do not think closely, every year in school or college a pupil learns just as much as any other year. All years or grades are equal in content, though, of

course, increasingly difficult with the higher grades. Still in quantity the first primary child learns as much each year as does the university post graduate. This theory has been defended in expositions by distinguished philosophers. All knowledge is divided into years of exactly equal amounts. Yet in truth the case seems upon consideration full of care distinctly otherwise. A far stronger argument may be made out and scientifically defended to the effect that each new year until one enters old age the considerate and thoughtful student learns more than he had learned in all preceding years. The last year in grammar school means adding as much knowledge as was garnered in all preceding years. The last year in high school or the first year in college or any year means likewise.



A grade is a floor or stage in the structure or temple of knowledge **FIG. 1**

In figure 1 we have sought to illustrate in diagram the first view that grades are planes or levels of knowledge. The whole structure of a grammar school is like a temple of knowledge, seven, eight



or nine grades in height. The examinations are staircases or even ladders, as it were, by which one passes from floor to floor.

In figure 2 we illustrate in diagram the second view that grades are but sections of the road up to

# Teachers Especially

are inconvenienced by hoarseness, coughs, and colds. You will find that

## BROWN'S Bronchial Troches

are not only a most effective remedy and prompt relief but that they are no bother to take and do not upset nerves or stomach nor create thirst, as do candy cough drops. They are not sticky, can be carried in purse or pocket and keep indefinitely.

Contain no opium nor anything injurious.

Sold only in Boxes—Never in bulk.  
25c, 50c and \$1.00. Sample Free.

**JOHN I. BROWN & SON**  
BOSTON MASS.



# American Steel Adjustable Desk and Chair

Electric  
Welded

Warranted  
Unbreakable



Adjusts to  
Fit  
the Pupil

Simple in  
Adjustment

Write for Book X 1 and  
*School Equipment Review*

Also our 120 page illustrated Catalog X 4 on  
*Blackboards and School Equipment*

## American Seating Company

218 WABASH AVE. - CHICAGO  
15-17 EAST 32nd ST. - NEW YORK



## GOV. RICHARD L. METCALFE Panama Canal Zone

ISTHMIAN CANAL COMMISSION  
Ancon, Canal Zone, Sept. 11, 1913.

Dear Sir:

I have, for many years, been personally acquainted with the chief officers of the T. C. U. It is unnecessary to say that in the community where they live their reputation is of the highest.

RICHARD L. METCALFE.

## \$50.00 FOR YOU

each month while you are disabled by accident, sickness or quarantine.

## \$1000 CASH

for the accidental loss of life, both eyes, both hands, or both feet. Many other benefits. *All in one policy.* The T. C. U.

## A National Organization for Teachers

will do all of this for you at a cost of only 4 1/9c. a day (\$2.00 to enroll and three payments of \$5.00 each, due Nov. 1, Feb. 1, and May 1 of each year).

.....WRITE TODAY.....

Teachers' Casualty Underwriters,  
Department S, Lincoln, Nebraska.

Please send full information concerning your Complete Protection Policy for Teachers.

Name .....

Address .....

the mountain tops of vision. The entire road goes into hill country, every plateau higher than the plateau below; and the heights are Alpine, even Himalayan in difficulty and in recompense.

No doubt the mechanic diagram can never perfectly represent the working and the playing of the human spirit; but sometimes it helps to clear up the intellectual and even the moral problems of human life in education, in culture and in nearly everything else.

### NEWS ITEMS

E. G. Cooley, formerly city superintendent of schools, Chicago, has accepted the presidency of a new vocational school of the Order of Moose at Mooseheart, Illinois. As representative of the Chicago Commercial Club, for several years past, Mr. Cooley has been studying vocational schools abroad and advocating such schools in the middle west. The salary of the new position is said to be \$10,000.

Dean V. C. Vaughan, of the medical school of the Michigan State University, objects to what he styles "the peacock parade of the high-school girls" to and from school. But what is more beautiful in all nature than an American high-school girl, sixteen or eighteen years old? *Honi soit qui mal y pense! Noblesse oblige!* Let 'em parade; they'll have trouble enough later on in a world of such men.

The general committee of the Freedman's Aid Society has held at Springfield, Illinois, a meeting for reports and plans. The society spent last year \$490,635.22 upon its enterprises. We hear so much in these days of great

public expenditures upon negro education and culture that it is heartening to know how much is being done in the sphere of liberty by voluntary action.

Houston, Texas, has held a public conference for consideration of the needs of the schools in various localities. Each school with any special needs or plans was represented by one or more speakers, and the newspapers gave full accounts. Such a conference would do good in almost any city. P. W. Horn is city superintendent.

Mrs. Dora S. Bachman is president of the board of education in Columbus, Ohio.

Do you get these figures? Of students in education Vermont has one for every 1,907 of population; Rhode Island has one for every 2,882 of population; Massachusetts has one for every 3,860 of population; Maine has one for every 4,170 of population; New Hampshire has one for every 17,941 of population, and Connecticut has one for every 46,497 of population. Fortunately, a surplus Vermont student of education occasionally gets a teaching position in benighted Connecticut. There are explanations by tons, but none in the slightest degree affects the fact.

In his annual report, President N. M. Butler, of Columbia University, asks for \$3,000,000 additional for endowment merely to support without a deficit the going affairs. The buildings and funds amount now to a value of \$45,000,000. In considering these vast sums, it must be recalled that land, labor, materials and professional services cost more in New York City than anywhere else. Columbia perhaps gets less for its money, dollar for dollar, than does any other American university, consequently it must have many more dollars.

The late Reuben A. Taylor, superintendent of schools, Niagara Falls, New York, left an estate of \$6,000. The average American family is worth \$6,500. We wonder how many school superintendents are worth this amount.

## The Question of Visual Instruction Is An Important Problem

Sooner or later you will decide to adopt some form of visual instruction in your school, and when you do, you will be interested in that system which provides in the smallest compass, the most accurate, the most useful information possible to obtain for the various courses of the regular school curriculum. In a small advertisement we can outline only in part the broad scope of the

### UNDERWOOD & UNDERWOOD Stereopticon Method of Visual Instruction

There are 1,000 slides in the system, arranged according to a cross-reference plan, each scene illustrating from two to six, in some cases ten or more, of the different study topics taught in the regular school courses. Thus, the series equals more than 10,000 ordinary slides selected on the usual expensive and cumbersome plan.

This system was devised by practical school experts who prepared a complete descriptive and explanatory text for each slide with the view of getting the greatest educational service value from each scene, thus supplying accurate information which obviates the necessity of research on the part of the teacher.

This system of slides is supplied in cabinet form, cross-indexed, and so classified that the full teaching value of the entire collection is made instantly and continuously available to the busy instructor.

A more detailed outline of our System of Visual Instruction, catalogs of lanterns, etc., will be sent upon request.

UNDERWOOD & UNDERWOOD, Dept. J, 12-14 West 37th Street, New York

Source of "The Historic Mile"

